

DOCUMENT RESUME

ED 261 207

CE 042 384

TITLE Supporting YTS. Guidance on Supporting and Evaluating YTS for Colleges and Others Involved in the MSC Youth Training Scheme. Third Edition.

INSTITUTION Further Education Unit, London (England).

REPORT NO ISBN-0-946469-88-1

PUB DATE May 85

NOTE 110p.; For earlier editions, see ED 230 716 and ED 245 122.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS *Adult Education; Check Lists; College Programs; Core Curriculum; Curriculum Development; *Delivery Systems; Educational Objectives; Educational Planning; Evaluation Criteria; Evaluation Methods; Foreign Countries; Glossaries; Guidelines; *Job Training; National Surveys; On the Job Training; Orientation; Outcomes of Education; Postsecondary Education; Program Content; Program Design; *Program Evaluation; Program Implementation; Staff Development; Student Certification; *Student Evaluation; Work Experience Programs; *Youth Programs

IDENTIFIERS United Kingdom; *Youth Training Scheme

ABSTRACT

This guide is intended to assist those responsible for supporting and evaluating a Youth Training Scheme (YTS) program in Great Britain. The first section contains an overview of the objectives and design of YTS. Addressed for the Certificate of Prevocational Education, a sample work learning guide (planned work experience and on-the-job training, off-the-job training, induction, initial assessment, participative learning, and guidance and review); outcomes (competence in a job and in a range of occupational and transferable core skills, ability to transfer skills and knowledge to new situations, and personal effectiveness); integration (negotiation and planning, design of core area learning opportunities, certification, and review and assessment); and evaluation (scheme evaluation and staff development). Appendixes to the guide include the membership list of the supporting YTS Study Group, a YTS core skills checklist, the core requirements for the Certificate of Prevocational Education, a sample work learning guide and instructional diagram, a description of the regional curriculum base, descriptions of YTS programs in Sussex and South Bedfordshire, the results of a survey evaluation of the role of further (adult) education in YTS, a bibliography, and a glossary of terms and abbreviations. (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *



ED261207

Supporting YTS

Guidance on supporting and
evaluating YTS for colleges and
others involved in the MSC Youth
Training Scheme

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

ISBN 0 946469 88 1
First edition May 1983
Second edition May 1984
Third edition May 1985

CE 042 384



FURTHER EDUCATION UNIT

Elizabeth House York Road London SE1 7PH Telephone Direct line 01-934
Switchboard 01-934 9000

Chairman J G Owen CBE

Chief Officer Jack Mansell MEd CEng FIEE MIMech E

Chief Education Officers
Principals of FHE Establishments
Secretaries of Regional and FE
Examining Bodies
Press and other Interested
Institutions/Individuals

Dear Sir/Madam

SUPPORTING YTS (THIRD EDITION)

I enclose a copy of the above document, initially drafted by a Study Group under the Chairmanship of J Deboo, the CBI member of the Board of Management. The Board has endorsed this report and it thus indicates FEU policy. This edition substantially updates the second edition to take account of MSC revised criteria for schemes starting in 1985/86.

The document remains essentially a brief for FE to negotiate into YTS schemes the best possible educational component. In publishing this document, the FEU is encouraging the FE system to continue to participate as fully as it can in YTS. By doing this, FE can demand a say in the design and quality determination of schemes; speak with some authority as to how genuine progression from YTS can be achieved, and ensure a proper role in the provision of vocational qualifications in any extended YTS scheme.

Significant changes have taken place in the MSC criteria for YTS since 1983. The original basic framework of eight design elements plus six areas of learning opportunities, was found to be too complex and is now replaced by a revised framework for schemes starting from Easter 1986. Some schemes are being piloted in 1985. This document incorporates data from our own research project "Evaluation of FE role in YTS" (RP157) and a linked college self-evaluation project.

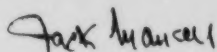
Supporting YTS adopts the same structure as previous editions. It is not meant necessarily to be read sequentially. A separate section relates to each of the YTS design elements. Each section refers to appropriate MSC criteria and then goes on to describe how these relate to FEU and other educational perspectives. An additional section gives some guidance on evaluation, and we hope soon to publish additional guidance on self-evaluation of YTS schemes.

Complete agreement with the MSC criteria is not always possible. For example the FEU has consistently maintained that FE colleges should have an integral not an optional role in YTS if standards and progression to recognised qualifications were to be assured. Generally, however, the degree of accord between the MSC and FEU on YTS exceeds the differences, and where these differences do occur, they are used as a basis for productive discussion.

YTS is still a developing scheme and sections of this document look ahead to the implications of the possible integration of CPVE into the YTS structure and to the Government intention to extend YTS into a two-year programme.

Hopefully, the place of FE in any youth training scheme will become progressively assured as the value of its educational contribution is appreciated. The aim of this document is to enhance the quality of that contribution and thus ensure the quality of YTS.

Yours faithfully



JACK MANSELL
Chief Officer

Board of Management

Chairman

J G Owen CBE

Chief Education Officer, Devon

Members

J C N Baillie

National Association of Teachers in Further and Higher Education

J W Ballard

Association of Principals of Colleges
Association of Colleges of Further and Higher Education

J Deboo OBE

Confederation of British industry

R J Hartles

Association of Metropolitan Authorities

R Jackson

Trades Union Congress

T P Mellia HMI

Department of Education and Science

J Morris

Association of County Councils

L Rees

Welsh Joint Education Committee

Rev Canon George Tolley

Manpower Services Commission

C R Walker

Department of Education and Science

Observers

Dr F D Duffin

Department of Education, Northern Ireland

J Howgego

Scottish Education Department

K McWilliams

School Curriculum Development Committee

P C Webb HMI

Welsh Office Education Department

Secretary

Jack Mansell

Chief Officer, Further Education Unit

The objects for which **The Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:

- a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;
- b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;
- c) to carry out studies in further education and to support investigations of and experimentation in, and the development of further education curricula and to contribute to and assist in the evaluation of initiatives in further education;
- d) to disseminate and publish information and to assist in the dissemination and publication of information about recommendations for and experiments and developments in further education.

The publications in this series of Reports are intended to inform teachers and others and to stimulate professional discussion about matters of concern to the FE service. A limited number of extra copies of this report are available from

Publications Despatch Centre,
Department of Education and Science,
Honeypot Lane, Canons Park,
Stanmore, Middlesex HA7 1AZ.

© Further Education Unit (FEU) 1985

Reproduction in whole or in part of the contents of this publication is authorised for all non-commercial educational purposes, provided the source is acknowledged.

All rights reserved with regard to commercial reproduction of the contents.

FOREWORD

Foreword to 1st Edition

The Study Group set up by the Board of Management to produce the document *Supporting YTS* has taken into account in its deliberations a wide spectrum of opinion and comment and, wherever possible, evidence of good practice in pilot schemes.

More research might have been undertaken but in an imperfect world and because we were determined to publish this document as soon as possible it may appear that we have generalised where we could perhaps have been more specific. We make no apology for this, for time is not on our side. What is needed now is a speedy and resolute response from the whole of the education system to make its contribution and to provide what is needed in terms of quality and quantity of opportunity for thousands of school leavers whose immediate prospects through no fault of their own are bleak.

J DEBOO
(Chairman of Supporting YTS Study Group)

Foreword to 2nd Edition

This edition of *Supporting YTS* updates the first document in line with MSC revised criteria for schemes commencing in 1984. A more critical evaluation of the varied experiences and developments that have taken place within the FE system during the initial years of YTS is planned for 1985. In the meantime this edition gives details of MSC mandatory requirements and recommendations for a scheme which remains essentially similar in character and design structure.

J DEBOO
(Chairman of Supporting YTS Study Group)

Foreword to 3rd Edition

The Youth Training Scheme is recognised as being an evolutionary and dynamic scheme and those associated with it have had to adjust to change whilst having had little opportunity for review and reflection. FEU has endeavoured to keep the FE system informed of developments by updating *Supporting YTS*, and this third edition is published at a time when a revised design framework has been devised and consideration is being given to the implications of a two year YTS. It incorporates the findings of the FEU's evaluation projects and highlights the importance of evaluation to enable the education system and others to seek continual improvement in the quality and standards of YTS for the benefit of future generations of young people.

J DEBOO OBE
(Chairman of Supporting YTS Study Group)

CONTENTS

	Paragraphs	Page		Page
FOREWORD		vi	APPENDIX I	Supporting YTS Study Group Membership 63
PREFACE		viii	APPENDIX II	MSC's YTS Core Skills Check-List 64
SECTION ONE			APPENDIX III	The CPVE Core 66
Introduction	(1-23)	1	APPENDIX IV	Sample Work Learning Guide and Instructional Diagram 78
SECTION TWO			APPENDIX V	The Regional Curriculum Base Initiative 80
Inputs			APPENDIX VI	Sussex Training (West) 83
● Planned Work Experience/ On-the-job Training	25	9	APPENDIX VII	South Bedfordshire Training Centre 88
● Off-the-job Training/Education	37	12	APPENDIX VIII	FEU Evaluation of FE Role in YTS: Summary and Survey Results 91
● Induction	46	14	APPENDIX IX	Bibliography 94
● Initial Assessment	53	16	APPENDIX X	Glossary of Terms and Abbreviations 96
● Participative Learning	62	19		
● Guidance/Reviewing	71	20		
SECTION THREE				
Outcomes				
● Competence in a job and/or range of occupational skills	84	25		
● Competence in a range of transferable core skills	98	29		
● Ability to transfer skills and knowledge to new situations	107	31		
● Personal Effectiveness	114	33		
SECTION FOUR				
Integration				
● Negotiation and Planning	120	37		
● The Design of Core Area Learning Opportunities	127	40		
● Certification	139	46		
● Review and Assessment	142	46		
SECTION FIVE				
Evaluation				
● Scheme Evaluation	152	53		
● Staff Development	162	60		

PREFACE

i. The primary aim of this document is to give guidance to the further education system on how it may assist in the continued implementation of the MSC Youth Training Scheme. The FEU wishes to acknowledge the continued assistance of members of the Study Group (shown in Appendix I) for their guidance in advising on each edition.

ii. The role of the education system in YTS has not been specifically defined by MSC, who still prefer to leave this to be locally negotiated. The design base of YTS indicates that one of the elements should be off-the-job training/education, but where this is to be done has to be decided locally by the Managing Agent. In some cases colleges may be competing with private companies and training agencies, or their local authorities may have set up their own YTS training agencies and training workshops operating on a different financial base to FE.

iii. Demand remains unpredictable, this uncertainty is compounded by the fact that the ratio of Mode A to Mode B YTS schemes appears to change from year to year. Colleges so far involved in Mode B schemes may sometimes see them being replaced by Mode A schemes.

iv. In spite of this state of uncertainty the FEU, because it sees in high quality YTS schemes the possibility of better training and educational opportunities for many young people, is anxious to encourage the education service to further develop YTS.

v. It was generally recognised by MSC staff, Managing Agents/Sponsors, Supervisors and off-the-job tutors and trainers that the initial YTS framework was too complex. MSC have now proposed a new simplified design framework which emphasises trainee achievements (outcomes) and training inputs, and provides more meaningful records of achievement and certification. This third edition of *Supporting YTS* relates to that simplified framework.

vi. Four categories of destination from YTS are identified by MSC: continuation of employment in the same place; employment elsewhere; FE or further training; or unemployment. Nevertheless in individual terms progression from YTS into employment or further training/education still remains indeterminate. A high quality YTS programme which includes a recognisable

educational element, capable of providing a basis for progression should help. So far however, routes of progression hardly exist. Developments are taking place with the aim of promoting a more common framework of accreditation between YTS and CPVE. This should help. Vocational courses and programmes closely related to conventional training/apprenticeship schemes do exist, but as these have always been for a minority of school-leavers, increasing this type of vocational education may not solve the overall progression problem. The introduction of a two-year YTS may increase opportunity for many young people to acquire vocational qualifications, but it will require a wider range of courses than at present exists.

vii. By even the simplest analysis, for most young people the potential for wider opportunity appears to exist outside the conventional apprenticeship-type scheme if entry to apprenticeship remains as restrictive as it now is. This means the creation of an alternative, more comprehensive training/education structure based on a first year which is supportive and which thereby encourages a broad-based generic approach. The design base of YTS needs continued refinement and FEU hopes that MSC will continue to support YTS as a broad based programme. In some occupations YTS is acceptable as first year apprenticeship. The role of the education system, however, constrained by time, must be regarded as a critical factor in supporting these developments.

viii. The announcement by the Government* that a new scheme based on an expanded and developed YTS is to become "a permanent feature of vocational education and provision in the country" makes the successful involvement of FE in the present scheme a vital prerequisite. The new scheme will have as an additional objective the opportunity for all trainees to seek recognised vocational qualifications. The changing nature of occupational skills and the persistent uncertainty of the youth labour market require that a broad range of generic skills (for which there is a sound psychological base**) must be provided through YTS. We reiterate this message in this third edition. Similarly the piloting of CPVE as a possible component of YTS is also briefly considered in this document. In the difficult task of relating CPVE to YTS

*Education and training for young people. White Paper Cmnd 9482. April 1985.

**Ability learning FEU, 1984

and of assuring progression from a broad base to skills related to specific occupational competence, colleges must demonstrate that they have a vital contribution to make.

ix. This document seeks to give guidance to those in education who are supporting YTS as it now is. Apart from the introduction which explains the background, it is not meant to be read through sequentially; rather it is to be treated as a manual. Separate sections relate to each of the design elements necessary to YTS. Each section states and/or refers to the MSC criteria and then goes on to describe how these relate to FEU and other educational perspectives. As such there is some duplication and overlap of material between these sections. Another section deals with Staff Development and Evaluation. These processes, alongside those of counselling, support and the necessary curriculum development all consume valuable time in education as well as in training. However, this document deliberately describes an ideal model. From this teachers, trainers, supervisors and managers will have to determine their priorities in the light of the local situation and the individual needs of young people.

x. The FEU hopes that LEAs and colleges will continue to use this document as a brief to negotiate into YTS the best possible educational element, and as a guide to implementation. Within NTI there is no guaranteed space allocated to FE and however regrettable and unnecessary it may appear, the place of education in YTS will have to be argued and justified. By its continued involvement in YTS the education service will be able to claim some say in future developments. By avoiding such involvement the education service will be in danger of not only being accused of treating YTS as an irrelevant intervention from outside but also of neglecting a large proportion of young people.

JACK MANSELL
Chief Officer, FEU

SECTION ONE INTRODUCTION

The New Training Initiative

1. By its New Training Initiative* the Manpower Services Commission (MSC) has secured a consensus for far reaching decisions and recommendations about the future of industrial training in Britain. The New Training Initiative (NTI) aims to bring about major changes in our systems of training and education; to provide a flexible, adaptable workforce able to cope with change; and to help British industry adjust rapidly to continuing technological developments so as to compete effectively in changing and often difficult markets.

2. Simultaneously with MSC's *an agenda for action*** , a Government White Paper*** was published, reaffirming the three major objectives of NTI and stressing the need for urgent action. The (now familiar) three objectives of NTI involve:

- (i) the development of skill training including apprenticeship in such a way as to enable young people entering at different ages and with different educational attainments to acquire agreed standards of skill appropriate to the jobs available and to provide them with a basis for progression through further learning; **[Objective 1]**
- (ii) moving towards a position where all young people under the age of 18 have the opportunity either of continuing in full-time education or of entering a period of planned work experience combined with work related training and education; **[Objective 2]**
- (iii) opening up widespread opportunities for adults, whether employed, unemployed or returning to work, to acquire, increase or update their skills and knowledge during the course of their working lives. **[Objective 3]**

3. Thus NTI consists of three linked objectives, entailing new government programmes for:

- (i) skills training; the reform of apprenticeship, to be achieved by 1985;

- (ii) vocational preparation; the Youth Training Scheme (YTS) programme introduced nationally in 1983; and

- (iii) adult training and retraining.

Whilst the YTS may have been initially associated in many people's minds with the development of a replacement for YOP and UVP it is now realised that YTS is not simply a successor to these programmes. Experience by those involved in the initial year of YTS showed the need for an entirely different organisation and strategy to respond to objective 2 specifically, and embrace the New Training Initiative in general.

4. MSC initiatives with regard to skills training (objective 1) involve both the reform of traditional apprenticeships and the development of new, more structured vocational education and training programmes in other occupational areas. The MSC's intention here is to introduce a standards-based, as opposed to time-serving, system of assessment and recognition. Hence, MSC initiatives under objective 1 will have some effect upon what has been a traditional area of FE activity (such as CGLI and BTEC Engineering and Construction), the time spent by students on attendance of various FE courses, and the types of assessment procedures which accompany such nationally and regionally-certificated courses.

5. Similarly, MSC initiatives with regard to adult training and retraining (objective 3) are intended to remove some of the barriers from the provisions made for adults, whether through specific updating and retraining programmes* or through access to skilled status. MSC initiatives on all three objectives of NTI, therefore, are likely to present colleges with considerable changes to their existing ways of working, not least in some of their traditional areas. These changes also include new opportunities for the introduction of more flexible ways of working, the involvement of new client groups of young people and adults, and the development of courses in other occupational areas.

The Importance of an FE Response

6. The degree to which the FE system is able to make these changes and expand the range of its provision will

* *A New Training Initiative: a consultative document* MSC, 1981

** *A New Training Initiative: an agenda for action* MSC, 1981

*** *A New Training Initiative: a programme for action* Cmnd 8455 Department of Employment, HMSO, 1981

* FEU is involved with the DES PICKUP initiative and has an increasing number of research projects in this area.

influence the extent to which progression within the three objectives of NTI is achieved. MSC's intentions are to stress the inter-dependence of the three objectives in the schemes which they finance, such that, for example, it is possible for a young person to progress from the foundation year of YTS into skills training, possibly at an accelerated rate, or for adults undergoing training or retraining to achieve skilled status. Similarly, the foundation year of YTS is likely to provide the basis upon which young people as adults are able to take on more rapidly, and to greater effect, training and retraining programmes.

7. If the response of the FE system is to positively encourage such progression then it is likely that the young people it is involved with under YTS (objective 2) will return to FE as adults for further training and retraining. In the minds of employers and prospective students the flexibility of such a response, and the conditions under which colleges make provision, is significant. If the response of the FE system is to maintain its traditional ways of working and not adjust to change, then the result over the long term is likely to be disastrous for colleges. Having said this, there needs to be a recognition of the likely time scale of change. YTS is now well under way and an extended version is planned, but it will still take time before all three NTI objectives are achieved in practice. The first and third objectives will be developed less rapidly than YTS, with variations between various sectors of industry. This perhaps points to a long transition period in which traditional clients and approaches will need to co-exist with new ones stimulated by YTS. The vital point is to ensure at the outset an approach to YTS which envisages eventual integration of all three objectives at the practical level, otherwise progression by the individual from one to the other can never be a reality. Section Three of this document explores how the outcomes of YTS facilitate the likelihood of progression to wider opportunities.

The Youth Task Group Report

8. YTS is based upon the report of a high level working group which was published in April 1982*. This report pointed out that Britain has one of the least trained workforces in the industrial world, with only just over half

our young people receiving any systematic vocational or educational preparation. This general deficiency in vocational education and training was confirmed by *Competence and competition* a report by IMS to MSC and NEDO. Decline in apprenticeship and employment in recent years have created problems. Young people face difficulties; directly in terms of progression on completion of training programmes, and indirectly in terms of adequate training places. The Youth Task Group recommended a full year's foundation training although proposals for two year schemes are now being developed. The schemes for 1985/6 however remain essentially one year programmes to provide opportunities for young school leavers to prepare, not merely to do the immediate tasks required by a job, but to have basic competencies and flexibility on which to build, and the opportunity to progress to more education and/or training.

9. A report* on the first year of the Youth Training Scheme published in September 1984 reviewed progress, highlighted the need for a period for stability, and recommended greater flexibility and simplicity of operation. This review of YTS emphasised the importance of developing better links both with full time vocational education, and with occupational training developed in line with the wider objectives of NTI.

10. To many, including the FEU, the omission of college based vocational preparation from the NTI framework was regrettable. It has long been the view of the FEU that the presence of young people in full-time further education, employment or unemployment is as much an accident of geography as a reflection of actual ability; all young people should have similar opportunities for vocational preparation. The Youth Task Group also recognised this flaw:

"This brings us to the wider question of financial support for young people aged 16 and 17. The scheme we recommend allows for employers to continue to recruit young people to jobs and pay them agreed wages. We believe that our scheme will be sufficiently attractive to employers and to young people for this group to be a relatively small minority. But the question is bound to rise of how the financial

* Youth task group report, MSC, 1982

* Youth training scheme review. A report by the Youth Training Board to the Manpower Services Commission, MSC, 1984

arrangements applying to those on our scheme relate to those for young people in full-time education . . . Some members of the group believe there should be some improvement in the financial income of those in the age group who continue in education. There is a fear that, otherwise, some young people might be attracted away from full-time education for the wrong reasons. It is not within our terms of reference to make recommendations about the levels of educational maintenance support even if we wished to do so. Nor would there be scope within the public resources available to develop the scheme we are recommending and pay similar levels of allowance to those staying in education as well. But we believe that, in the future, as we move to cover all those under 18 years of age, this issue will need to be reviewed as anomalies become more apparent and a common allowance applies to more and more young people in the age group."

11. It is to be hoped therefore that many of the disparities will disappear eventually and a more comprehensive system of vocational preparation will evolve. Indeed the philosophy of the FEU given in this document is based on the assumption that the role of the education service should and will be increasingly recognised as essential and integral to the vocational preparation process. The work being done by FEU to promote staff development for CPVE may offer some important pointers for improving YTS broad occupational training. Staff development must be central and more immediately relevant to curriculum development in YTS and CPVE. Our survey indicates that the MSC Accredited Centres and FEU co-ordinated RCB networks were initially at least, not always able to respond quickly enough to meet these needs.

Delivery of the Scheme

12. A programme for action* acknowledged that "a scheme of this quality and scale will require the whole-hearted co-operation of many sections of the community-employers, trade unions, local authorities, local education authorities, voluntary bodies, and not the least the trainers themselves. Its success will depend on engaging the assistance of all these interests at the local as well as the

national level". This document considers the role and contribution of all those concerned with the delivery of the proposed scheme, but concentrates particularly on the role of the further education service.

Key Features of YTS for 1984/5

13. MSC saw the second year of YTS as one of consolidation, and the development of training content and standards was the primary concern in 1984/5. The basic YTS offer is still one year* of foundation training and experience. Some rationalisation of eligibility rules may enable 17 year old school leavers to be admitted but otherwise a scheme of broadly similar size (and shape) of that originally set for 1983/4 is envisaged**. The number of mode A offers of places was up on target in the first year though actual take-up was down; a larger difference occurred between mode B₁ and B₂ and the figures below show the general trend:

1983/4		
Mode	Target	Approved Places 9/83
A	300,000	297,000
B ₁	80,000	86,000
B ₂	80,000	34,000
Total	460,000	417,000
1984/5		
Mode	Target	Adjusted Provision
A	360,000	323,000
B ₁	80,000	71,600
B ₂	20,000	18,600
Total	460,000	413,200

*Exceptions cover disabled or those entering the scheme after a period of other employment.

**YTS is currently open to the following groups: 16 year old school leavers; 17 year old school or college leavers who have been registered with the careers service or job centre for 6 weeks (the '6 week rule'); disabled or educationally sub-normal leaving full-time education up to the age of 21, other unemployed 17 year olds who have been under care or detention order when 16. The report by the Youth Training Board to MSC *Youth training scheme review 1984* recommended some modifications to eligibility rules for YTS in 1985/86, the Secretary of State's response was that eligibility rules should remain unaltered and the Christmas undertaking for unemployed minimum age school leavers should be retained but not extended to unemployed 17 year old leavers. Eligibility rules are subject to change, the above data reflects the position at publication date.

*op cit, p1

Mode	1985/6	
	Target	Adjusted Provision 25/1/85
A	310,000	297,000
B ₁	67,000	68,000
B ₂	18,000	14,000
Total	395,000	379,000

Young people participating are given a programme outlining the training, education and work experience they can expect to receive and they will be given a standard allowance as trainees with the YTS. Area Manpower Boards are responsible for the establishment and approval of Sponsors and Managing Agents. Only approved Sponsors are allowed to provide training. Specified organisations have to accept responsibility for the complete programme of each individual trainee. MSC enter into agreements with Managing Agents in particular areas. These agents manage whole programmes provided by themselves and other major sponsors. They are also expected to supervise and co-ordinate various providers in a multi-agency approach, bringing together employers, schools and colleges and voluntary organisations. A Youth Training Board supported by a professional Advisory Group on Content and Standards is responsible for the whole scheme including quality assurance and the development of accredited centres for the provision of co-ordinated in-service training/refreshers training of instructors, supervisors, managers and further education staff.

The Revised Design Framework for 1985/6

14. MSC propose a revised and simplified design framework for 1985/6 which emphasises trainee achievements (outcomes) and training inputs, and provides more meaningful records of achievement and certification. MSC point out that the revised framework should not be seen as a change in direction or of intention, but as a clearer statement of what has always been the underlying philosophy of YTS, consistent with the aims as stated in the *Youth task group report*. Little modification will be required to many of the better schemes now running as they already encompass the revised

specification. Training programmes designed to occupy one year, must satisfy criteria laid down by MSC and provide an integrated opportunity for training, experience and relevant education with a minimum period off-the-job of 13 weeks. Each YTS scheme must contain the following curriculum design elements:—

INPUTS	Planned Work Experience on-the-job
	Off-the-job Training/Education
	Induction
	Initial Assessment
	Participative Learning
OUTCOMES*	Guidance/Reviewing
	Competencies in a job and/or range of occupational skills
	Competence in a range of transferable core skills
	Ability to transfer skills and knowledge to new situations
	Personal Effectiveness

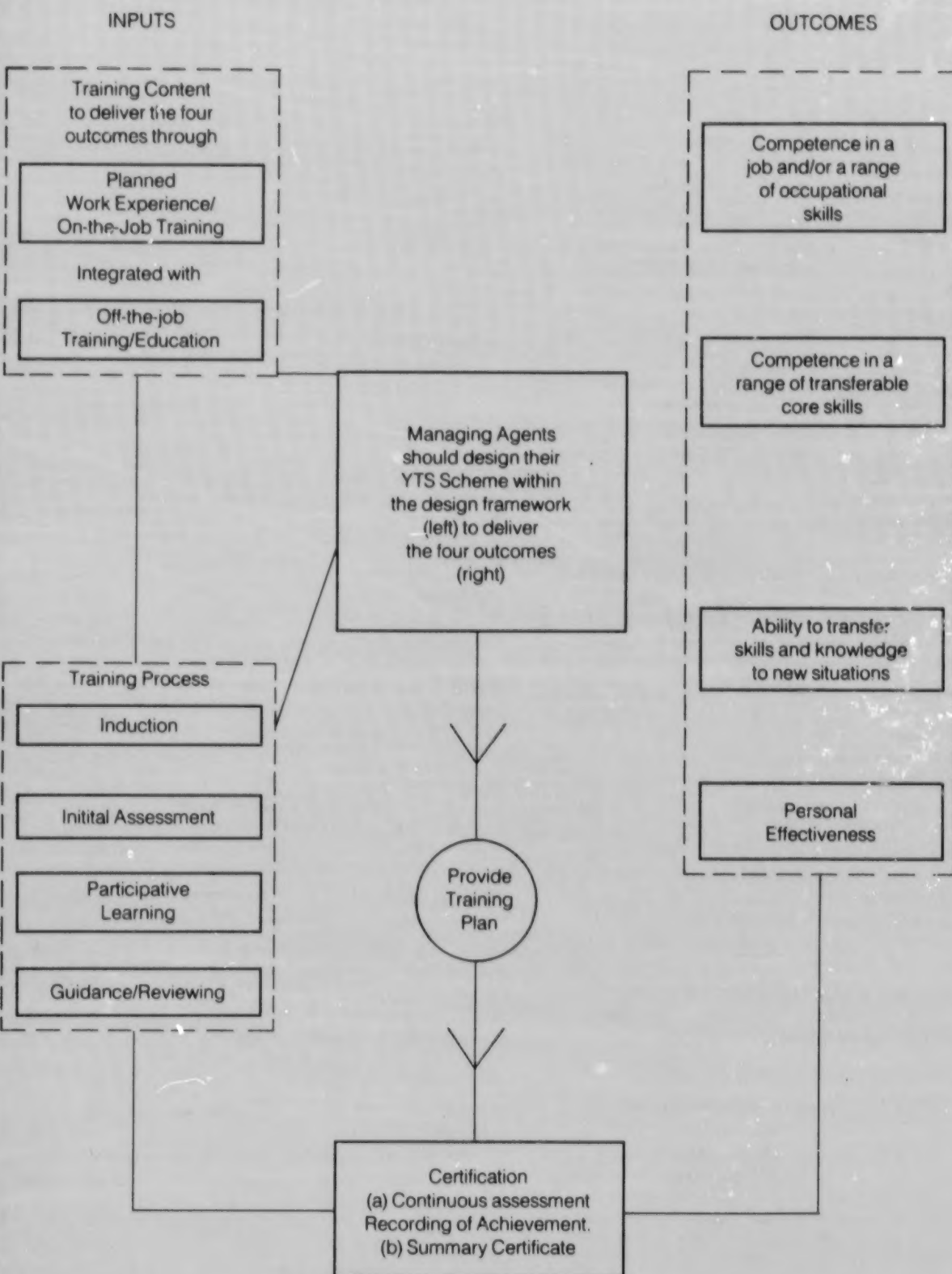
Figure 1 illustrates the new design framework which is scheduled for implementation in 1985/6 following MSC piloting in 1984/5. Generally the elements deemed necessary in YTS are compatible with FEU policy. Because of this, a major portion of this document is structured around these criteria. We hope this procedure will encourage programme developers (examining/validating bodies) managing agencies (employers/local authorities) and providing institutions (employers/colleges and schools/voluntary organisations), to adopt a common base for designing the curriculum.

The Role of the Education Sector in YTS

15. LEA's and colleges of FE are playing an important role in the YTS especially when Managing Agents adopt a flexible approach and a college is prepared to be innovative. Some Managing Agents ask colleges to

*Following the publication of the Government White Paper *Education and training for young people* the development of a two-year YTS is under active consideration. The intended difference between a one-year and two-year YTS is related to the opportunity for trainees to achieve appropriate vocational qualifications. This must therefore be recognised as a possible further outcome of YTS but, the range of appropriate vocational qualifications is likely to be wider than the existing range of recognised vocational qualifications.

Figure 1 The Revised YTS Design Framework



provide the whole quota of off-the-job education and training (i.e. all 65 days, in some cases more); others ask for various elements. FEU research* showed Mode A scheme to have a high proportion (90%) of trainees attending courses leading to an external certificate, and where good liaison existed between Managing Agents and colleges it was possible to make early adjustments to match trainees to more appropriate courses.

16. Supporting YTS presents colleges with several challenges. Many have needed to change their organisation to accommodate increasing YTS work; many are rethinking teaching strategies and methods; in some local authorities there have been suggestions about the reallocation of resources. YTS has presented problems of organisational change, the need for different teaching methodologies and possibly for a reallocation of resources. Some of these are obviously matters for local authorities and college administrators to review and resolve. At college departmental and increasingly inter-departmental levels, new strategies require consideration: teams of teachers need to combine in different relationships to fulfil tasks related to new and challenging aims and clientele. This demands new skills and hence staff development (see Section Five). Experience has underlined the nature of the work involved: preparation of curriculum schemes and teaching strategies; on-going monitoring, valuation and assessment; extended external relationships and wider internal communications networks; all these are necessary but time consuming activities. The 'New FE' is demanding and time consuming in terms of adjusting not only to a new student/trainee clientele but also to concomitant changes and reorganisation. Whilst it is not appropriate here to consider the grading and status accorded to this level of work the FEU believes all young people should enjoy the benefits of sound teaching and structured learning. YTS trainees should enjoy the same attention and support as other students in FE.

17. One of the characteristics of the introduction of YTS has been its rapidity of implementation – the lead time between course planning, submission of programmes and commencement has now shrunk. Added to this is a great

deal of uncertainty at local level as to demand. The ability of an LEA or institution to respond to these changes is therefore a function of available resources, data with respect to demand, staff commitment, and organisational flexibility.

18. Whatever the framework of YTS, the original themes of negotiation; counselling, guidance and assessment; the acquisition of basic skills; and relevance and experience, as suggested by FEU for all vocational preparation must surely still apply. Hence, many of those staff in colleges who have been involved in vocational preparation to date should find that the same curricular concepts are present in YTS; those who are less familiar with vocational preparation will find that the FEU has already given some guidance.*

19. In particular, there is general agreement that negotiation between agencies is essential to the success of YTS, only a co-ordinated inter-agency approach can provide the range of opportunities, skills and experiences that are necessary. Thus, whether the trainee is based at college or with an employer, a high measure of co-operation between those agencies and other agencies such as the careers service is essential.

20. The process of negotiation between the providing agencies has varied with each local situation and for some colleges it has varied between the different Managing Agents with whom they have to deal. Some employers may be involved in YTS out of concern for the part they play in local communities and are looking to the college to fulfil many of the obligations of YTS. Some are anxious to use their own training capacity and require the assistance of FE staff on an 'outreach' basis. Others simply identify FE with the teaching of social and life skills and resist any suggestions about the wider need to relate on-the-job and off-the-job learning opportunities.

21. There is a range of expertise and knowledge regarding the demands of YTS among the various agencies; there are undoubtedly financial and organisational constraints experienced by all parties. What

* *Evaluation of FE role in YTS (RP157)* published as a separate report available on request from FEU, (see also Appendix VIII for report summary).

* *Vocational preparation* FEU, 1981
Progressing from vocational preparation: towards a solution FEU, 1982
Tutoring FEU, 1982
Teaching skills FEU, 1982
Negotiation FEU (to be published)

experience does exist indicates that employers and other agencies often perceive colleges as possessing considerable expertise, though not always being able to relate to the direct need of industry and commerce and often inflexible in the way they devise courses. Justified or not (and colleges obviously have their own perceptions of those outside the education system), these are aspects of negotiation that cannot be ignored. Colleges should study the MSC literature, have a clear policy with respect to the areas of expertise and levels of resources they can offer, develop basic models of provision and be prepared to adapt those models by negotiation without sacrificing important principles. Local manpower requirements are notoriously difficult to predict and the use of OTF's to identify and classify demand is not necessarily the best guide. Colleges, in conjunction with the careers service and MSC, should attempt to forecast training needs. YTS job placement records are a useful indicator and could be a valuable source of information in this respect.

22. MSC recommend that Managing Agents/Sponsors should set up a team (or several different teams if appropriate on larger schemes) of all people directly involved in training an individual trainee or a group of trainees undergoing the same programme, to ensure that all the elements of training (on-the-job, off-the-job, planned work experience) are properly integrated and that unnecessary duplication, repetition or omissions are avoided. The team should be kept small and should meet at regular intervals to discuss problems and develop the programme. A course team may form part of a larger Programme Review Team which has a wider range of functions including monitoring and evaluation, and may contain a wider range of representatives (such as trade union representatives, placing agency representatives, MSC representatives, trainees). The interposing of Managing Agents between the FE college and the work experience providers has lengthened the communication chain and has caused difficulties, these problems are explored more fully in Section Four which examines integration, highlights the key role of the YTS co-ordinator in college, and reinforces the need for teamwork as described above.

23. This document is intended to serve as a negotiating brief for colleges/schools and LEA's in their dealings with employers and other agencies. But it should be remembered that at the centre of this activity should be the need to provide each YTS trainee with the best possible programme to suit his or her needs.

SECTION TWO

INPUTS

Introduction

24. The new design framework (figure 1 page 5) shows that for 1985 the inputs are planned work experience/ on-the-job training; off-the-job training/education; induction; initial assessment; participative learning and guidance/reviewing. Many of those associated with YTS in its first year found the original YTS programme structure difficult to understand and to translate: the inputs did not easily relate to the intended education and training outcomes in terms of trainee achievement. The proposed new design framework refocuses the scheme towards four outcomes within a simplified framework specified by the inputs (context, content, processes). Integration was, and still is, a major problem of YTS delivery and this is recognised by MSC in the figure 1 diagram which emphasises the need for stronger links and planning between on and off-the-job elements. A separate section of this document (Section Four) is devoted to integration. This section of the document reviews inputs:

Planned Work Experience/On-the-job training

Off-the-job Training/Education

Induction

Initial Assessment

Participative Learning

Guidance/Reviewing

PLANNED WORK EXPERIENCE/ ON-THE-JOB TRAINING

MSC CRITERIA—Types of Learning

25. Planned work experience is the largest element of Mode A YTS. Managing Agent/Sponsors must state in the training programme:

- (i) what skill learning opportunities they intend to provide through planned work experience;
- (ii) how the planned work experience will be integrated with the off-the-job training/education;

- (iii) how they give trainees an opportunity to review their progress with supervisors at regular intervals.

MSC recommend that one way of planning work experience is to use the core activities referred to in Section Three of this document. Exemplar Work Based Projects will be available for Managing Agents/Sponsors to adapt and incorporate in their own programmes. Planned work experience, as the term implies, is the systematic sequencing and progression of trainees within a training plan to ensure effective learning at all stages. It should embrace all the components of YTS (Mode A).

Characteristics of Work Experience

26. It has been shown elsewhere that distinct advantages ensue as a result of better planned work experience*: such as; more effective motivation, involving young people in adult life situations (especially when school may have been rejected), a better learning environment for some skills training; and greater relevance which relates the initial skills acquisition and off-the-job training and education to the productive pressures and teamwork often encountered in the work situation. Young people need to 'perform well' for their own satisfaction. Teachers participating in the FEU evaluation project noted the value of that work experience for trainees; observed the acceleration of learning that took place and saw the changes in relationships that occurred.

27. Conventional ways of organising work and running a work place are not always conducive to individual learning, and the work force often do not know how to promote young people's learning unless they have been trained and are experienced trainers or instructors. The experienced trainer might, for example, exercise discretion when observing a trainee making an error, and decide not to intervene in order that the trainee can learn from his/her mistake. Also associated with the 'learning management' responsibilities of line managers and supervisors is the need to pace work. Sometimes trainees will be subjected to pressure, a valuable aspect of learning at work, at other times the young person may become bored and frustrated with not enough to do. Such practical difficulties cannot always be avoided, but spare time could

* Learning in work experience schemes MSC, 1981

be capitalised on if staff seize every opportunity to train, guide and integrate trainees into the workplace. FE might help by giving support, particularly to small businesses who may value advice on training young people. In the same way that off-the-job training calls for a response in depth from FE, so on-the-job training demands support not just from trained supervisors, instructors and training officers. Line managers and other staff may need to become more sensitive to the trainee's learning needs and increasingly aware of a variety of learning styles.

28. An appendix to *Learning at work: the Tavistock guide** provides a checklist of basic questions for assessing the learning in schemes, and FEU publications *Experience, reflection, learning*** and *How do I learn?**** are given as references in this guide. The need to reflect**** is as necessary in the work experience as in off-the-job training.

29. Those involved with training need to be positively briefed, and be encouraged to respond in a sympathetic manner to a trainee's enquiry. They need to understand the importance of stimulating and encouraging the trainee to become more critical and objective about his or her own performance as well as aware of his/her environment. This is important because it enables the trainee to record and evaluate good practice and interesting experience. There is much insight on these matters in the MSC's earlier publication, *Making experience work* 1978. MSC *Practitioners Guide* number 2 Learning offers practical suggestions for an approach to learning in YTS including ideas on learning for transfer.

The Trainee

30. If the young person is to gain the most benefit from a work experience he or she should be encouraged towards independence and self reliance through a judicious measure of responsibility. *Learning in work experience*

*MSC, 1982 Research and Development Series No. 9

**FEU, 1978

***FEU, 1981

*****Developing learning at work*. A Review Paper prepared for MSC by Elliot Stern & Lindern Hildendorf of the Tavistock Institute of Human Relations says of work learning "young people should also be helped to understand and reflect on what they are experiencing and how that relates to other situations they may encounter."

*schemes** makes the point that "some work experience schemes are less effective, trainees being treated differently from other workers, by too little being expected of them, or by being oversupervised and deprived of responsibility and discretion". A sense of responsibility can be fostered by supervisors encouraging self assessment on the part of the trainee and a focus towards trainee centred learning and participation. Participative Learning is a new element in the revised YTS design included to reinforce the form or style of learning advocated in YTS.

The Off-the-Job Tutor

31. It is the Managing Agent's responsibility to provide the off-the-job tutors with the necessary information about the work based experience in order to ensure integration of off-the-job and work based training. Depending upon training needs and circumstances in a particular locality, colleges have found themselves called upon to play either a closely associative and participative role, or alternatively have been asked to provide a basic input with minimum negotiation and involvement. In the first instance we have a desirable active model; in the second instance an undesirable situation and passive model. The passive model implies an FE response to a request, from a Managing Agent in a 'service' relationship, with minimum involvement, where the off-the-job curriculum has already been largely determined and there is little or no scope for negotiation or imaginative development. An active model is the converse of this: the professional expertise of the education service is recognised and an opportunity for negotiation exists. Our survey** indicates that whilst there have been cases where relevant educational courses have been negotiated, they are by no means in the majority.

Educational Issues

32. "It is likely that the off-the-job tutors will have something to contribute to improve the quality of a programme. A Managing Agent may decide, for example, that they should take a greater responsibility for induction,

*MCS, 1981.

***Evaluation of FE role in YTS* (RP 157).

assessment and guidance and support; or that they should co-ordinate the collection of information which makes up a young person's record of progress, and review that record with the young person concerned."*

Regular meetings between those concerned, i.e. between the Managing Agent's responsible person and the tutor for the off-the-job training/education element facilitate communication.** Such a meeting may occur also if the tutor visits the trainee during work experience. The purpose of such a visit should be seen as an opportunity to develop a three way relationship between the Managing Agent/Sponsor, the tutor and the trainee. This relationship is probably one of the most important contributions to the scheme in terms of feedback, enabling useful discussion on how the mix of job specific, broader work-based experience and off-the-job learning is integrated within a young person's programme. It also provides the opportunity for the tutor to assess the work of the trainee in a real work situation, and additionally demonstrates the tutor's supportive role. 'On location' visits by organising tutors and educational staff require careful planning at an early stage of scheme preparation, and experience has shown that it requires a tactful approach (see Appendix VI).

An FEU Perspective

33. The FEU supports this approach of close consultation throughout the design and implementation of programmes and hopes the expertise within the education service can be fully utilised and that the off-the-job tutors can play an increasingly active role, whilst not undermining the responsibility of employers. A closely integrated programme of planned work experience and off-the-job training and education implies overlapping roles for trainers/tutors with consequent dangers which must be recognised, the advantages of integrated programmes however far outweigh problems of complex organisation and communication networks. An FEU staff development publication*** stresses the importance of a variety of work experience, simulated experience and residential experience, and provides a check-list for staff

* Off-the-job training/education YTS Guideline No 4 MSC, 1982

** MSC Training Division report on *Evaluation of YTS content* (June 1984) recommends off-the-job tutors attend meetings of all relevant work experience providers organised by the Managing Agent to discuss problems and provide information

*** *Planned experience* FEU, 1984

and trainees based on 16 major criteria and aimed at improving the effectiveness of experience-based learning.

Implications for FE

34. If providers of off-the-job elements are to make a full contribution to the development of planned work experience, and the trainee's realisation of learning potential, they must be more closely engaged with work experience sponsors staff than has been usual under YOP and the initial years of YTS. One way forward towards this condition might involve short secondments, attachments and exchanges between staff of employers (public and private), voluntary organisations and LEA's involved in YTS provision. The use of projects which link on and off-the-job training and closer scrutiny and use of trainee records to identify particular individual training/education needs is another area requiring attention.

35. Many staff in education have developed strong links locally, nationally, and in some cases internationally with industry and employers through short and part-time course development, monitoring sandwich course students on industrial placements and visits to firms. In the context of YTS, and on a mainly local basis this contact and industrial awareness has been invaluable; particularly the overview gained as a result of insight into a number of different sizes and types of firm. Local colleges and accredited training centres can provide a meeting ground for employers and all those concerned with programme development thus establishing the co-ordination necessary for a schemes success.

Simulated Work Experience

36. It is generally accepted that a college or school training site, whilst not subject to normal industrial and commercial pressures, may be able to simulate aspects of experience sufficiently realistically for trainees to acquire good habits and skills. One aim of the YTS programme is to combine all elements to gain the benefits of both natural work experience, non-work place training and occupationally based training. Taking responsibility for, and a pride in, work may be more important than coping with fast production tempos. Colleges and voluntary organisations need not feel obliged to provide exact

equivalents to the manufacturing pace and patterns of work, but they should recognise that trainees must be able to cope with pressure in the work situation.

OFF-THE-JOB TRAINING/EDUCATION

MSC CRITERIA—an Integral Part of the Whole Scheme

37. Off-the-job training/education is recognised as one of the major inputs in the new design framework (see figure 1 page 5). Managing Agents must provide a minimum of 13 weeks (or 65 days) off-the-job training/education.

Managing Agents must be able to demonstrate that:

- (i) the off-the-job element has been planned as an integral part to the whole scheme;
- (ii) arrangements for liaison between the on and off-the-job providers must include consultation with all providers involved in the scheme to agree the course programme.

Managing Agents/Sponsors must indicate in the training programme:

- (i) where the off-the-job training will take place e.g. on employers premises, college of FE, with a private provider, Chamber of Commerce training, consortium Managing Agents, training centre etc;
- (ii) the pattern of attendance e.g. day release, block release;
- (iii) the content of the off-the-job element, (but not a detailed syllabus).

The precise structure of any programme will be determined according to local needs and the availability of resources, and the policies of Managing Agents. The setting up of schemes involves close relationships between providers. Those concerned with planning and coordination, for example employers and staff from colleges schools and voluntary agencies, need to meet, together with careers officers and MSC local officers involved at the earliest stage of development. The Youth

Task Group recommended a structure to facilitate this co-ordination and a network of Area Manpower Boards has been set up. Managing Agents/Sponsors should be encouraged to set up a course team*. Previous YTS schemes provided for trainees to learn in six broad areas. These learning opportunities are still part of the framework within the new outcomes which emphasise job and occupational competence; competence in a range of transferable core skills; the ability to transfer skills and knowledge and the development of personal effectiveness. Managing Agents/Sponsors should be encouraged to use residential courses as a component of the off-the-job training/education although it is recognised that not all Managing Agents will have sufficient funds to provide such courses**.

The Role of Colleges as Off-the-Job Providers

38. In MSC's terms, it is one of the roles of the off-the-job element to act as a *final guarantee* both to the Managing Agent and to the young person that the programme offers the kind of learning intended in the Youth Training Scheme. Colleges are mainly concerned with basic skills, computer literacy, personal effectiveness, planning and problem solving, interpersonal skills and the world outside employment including trainees interaction with the community. But some inputs can be achieved regarding the world of work and transfer of skills, skill ownership, learning to learn; and in relating job specific and broadly related skills to the trainee's experiences.

Educational Issues

39. However, it must be clear that there is a limit to what can be done in 13 weeks and therefore this should be regarded as a *minimum*. The off-the-job component can facilitate progression, but it cannot do this if it is unduly

*More detailed information is contained in YTS Guideline No 4 and the Digest of Design and Content Practices which includes details of how integration can be achieved between on and off-the-job elements of a scheme.

**Residential training in YTS an MSC Manual gives a check-list for scheme managers and staff organising residential training, describes the aims and processes of development training for young people, and provides a code of practice and other useful information.

pre-occupied with making up deficiencies elsewhere in the programme, and suffering from time constraints. A joint statement by MSC and FEU suggests that these problems may be resolved by initially designing programmes on the basis of mutually agreed aims and objectives, rather than distinguishing from the outset fixed proportions of training, experience and education. This philosophy can be fostered by Managing Agents involving off-the-job tutors in the design and development of whole programmes.* To a certain extent this is bound to occur as a result of the process of integrating the work-based and off-the-job learning: work based supervisors and off-the-job tutors should be enabled to spend sufficient time together to form a joint understanding of the ways in which their contributions complement and reinforce each other. There is evidence** that some YTS trainees regard the off-the-job element as irrelevant. This is inevitable to some extent, where many trainees because of the YTS philosophy are pre-occupied with the immediate problem of training for a job; but it does reinforce the need for tutors to place off-the-job education/training, in occupational contexts. This is not always easy but if teachers cannot make basic generic skills occupationally relevant, then the claims by the FE system that it has a particular empathy with the world of work, will inevitably be challenged. The off-the-job element in YTS provides an opportunity for college tutors to assist young people in the process of reflection*** on their work-based learning, as well as acquiring additional skills.

40. It is always worthwhile exploring the possibility of longer period of off-the-job training/education. This will depend on the local situation and possibly on the nature of the Managing Agent. More time has been shown to be worthwhile in many schemes now running, and more time may be required to meet the need of those young people with special learning needs.

Implications for FE

41. In anticipation of approaches from Managing Agents, colleges can prepare outline schemes using the

* This would be even more relevant for a two year programme where colleges may have the opportunity to negotiate an increased off-the-job time allocation for the second year of extended education and training.

** Evaluation of YTS content, MSC Training Division Report June 1984

*** See Experience, reflection, learning FEU, 1978 and Planned experience FEU, 1984.

CPVE core as a basis of their curriculum design (see Section Three and Appendix III). It is suggested that a core check-list, in conjunction with the overall model described in figure 3 page 28, can be used for negotiating the off-the-job training/education content with a Sponsor or Managing Agent. Some employers may not be able to provide a full range of learning opportunities for their trainees and any deficiencies in this respect must be taken into account. The content and processes described in Appendix II relate to most of the YTS design elements. Following some form of analysis of occupational learning within the context of Occupational Training Families, individual and group programmes can be mapped out, thus supporting the concept of a broad based training and education for the YTS.*

42. Similarly within the time negotiated, additional learning could be made available related to occupational areas, which would provide the opportunity for some young people to gain accreditation and qualifications in, for example TEC/BEC, RSA, and CGLI programmes – many of which are capable of being fitted into and around the YTS framework.

43. There are inevitably problems associated with making college provision for YTS e.g.:

- (i) Complexity of timetabling off-the-job training posed by different modes of attendance, day release, block release, modular units and combinations have different implications of staffing and physical resources, exacerbated by trainees entering and leaving at non-traditional times (roll-on/roll-off).
- (ii) Extension of college/school year with attendant organisational problems;
- (iii) Increasing numbers of a 'different' clientele of 'trainees' with different perspectives and needs from those of 'students' on traditional FE courses.
- (iv) Needs of staff, their familiarisation with new learning strategies in vocational preparation, and opportunities for professional development.

* Vocational preparation FEU, 1981, paragraph 3.2

Employers, who almost by definition, have priorities to serve other than training, have their own share of problems in providing for YTS trainees. Educationalists and employers, preferably together, will have to continue to examine these problems if YTS is to be improved.

Programme Development

44. Off-the-job tutors are able to contribute towards improving the quality of a programme. Given successful negotiation with a college a Managing Agent could decide, for example, that college tutors should take overall responsibility for induction, assessment, and guidance and support, that they should co-ordinate the collection of information which makes up a young person's record of progress and review that record with the young person concerned (see Section Four: Review and Assessment). Additionally a Managing Agent may decide that the off-the-job tutors should contribute to the staff development and training of other staff, by, for example, being involved in in-service training courses, and by assisting work-based staff to identify, develop and assess, occupationally based and core skills. Such involvement of educators is endorsed by MSC in guideline No 4*.

45. The more college tutors and other staff identify with the programme, the more likely that the off-the-job training and education will be integrated with the work-based and vocationally-relevant training. An MSC evaluation of YTS content recently carried out** identifies some areas of difficulty and a lack of integration occurring, particularly where the off-the-job training was not done in-house and where several work experience and training providers were providing work experience for a Managing Agent/Sponsor. Some trainees did not find the off-the-job component relevant and the report identifies a lack of communication between on and off-the-job providers which means the off-the-job tutors have little or no knowledge about the skills/knowledge covered on-the-job in the workplace and vice versa. Some Managing Agents are trying to get the on and off-the-job tutors to meet to discuss the content of the programme and thus ensure more relevance between the content of the two elements. Paragraphs 32 and Section Four reinforces this point.

*Off-the-job training/education YTS Guideline No 4 MSC, 1982

**Evaluation of YTS content, MSC Training Division Report June 1984

INDUCTION

MSC CRITERIA—The Status of Induction

46. Induction is shown in figure 1 (see page 5) as one of the four training processes. Integrated programmes of training, work experience and relevant education submitted to MSC for approval should satisfy induction requirements. Opportunities should be provided for the trainee to:

"be properly inducted into the programme and each element of it and assess his or her attained skills, attainments and needs."*

Managing Agents/Sponsors must issue to trainees at the start of a programme a training plan, or a training programme indicating:

- (i) what trainees will be able to do at the end of the scheme;
- (ii) who will be responsible for training;
- (iii) where the various parts of training will take place;
- (iv) the induction programme;
- (v) the pattern of attendance for off-the-job training e.g. day or block release;
- (vi) the broad outline of scheme content (but not detailed syllabus);
- (vii) the skill learning opportunities available in the planned work experience;
- (viii) how the planned work experience will be integrated with the off-the-job training/education.

47. The process of induction has always been seen as an important basis of communication and orientation facilitating smooth transition of individuals to company and group activities, enabling appropriate adjustment to take place. Well structured scheme of training/education have always included an induction phase. Normally,

*Youth task group report MSC, 1982 (paragraphs 4, 10a)

however, the aims of induction have been associated with a well defined sub-set of training and education (i.e. operative, craft, technician etc) each having its own status and culture. The clientele were normally aware in general terms of the culture for which they had opted and the opportunities for progression that exist and so the process of induction, while important, rested on a relatively well worked formula and the emphasis tended to be on the working environment and operational orientation.

48. Managing Agents are responsible for the provision of a planned induction programme. All induction programmes must cover:

- (i) pre-entry: what the trainees need to know before they start the scheme;
- (ii) on-entry: what the trainees need to know when they first start the scheme;*
- (iii) during the scheme: what the trainees need to know about each new element of the scheme.

In particular the induction programme must be designed to ensure that trainees:—

- (i) understand the purpose of YTS and their role in it;
- (ii) are familiar with the working environment of the scheme;
- (iii) understand what off-the-job training they will receive;
- (iv) understand the health and safety rules which apply;
- (v) know about scheme administration e.g. allowances, attendance, discipline etc.

To help achieve these aims Managing Agents/Sponsors must issue a training programme to young people prior to the start of the scheme as already indicated in paragraph 46. The period of time allocated to induction and/or initial assessment will vary from scheme to scheme depending on the nature of the scheme and on the needs of the

* A booklet *You and the Youth Training Scheme* and a leaflet *Working safely on YTS* should be issued to all trainees. It is important that handouts are both read and understood, time for question and answer in small group discussion should be allowed, and other ways of presenting information to trainees developed — such as use of role play, video and film.

trainees. Managing Agents are required to ensure that the planned induction programme contained in their proposals meets the needs of the type of trainees they are likely to recruit. The role of the college in the provision of induction and selection varies from scheme to scheme.

An FEU View

49. The FEU believes induction for YTS should also include a brief outline of each separate part of the scheme prior to entry, showing how the whole programme is drawn together. Indeed each time the trainee progresses to a further part of his/her programme (e.g. moving from an off-the-job phase etc) he/she should receive a brief introduction to the new component. This will enable him/her to see how it fits in with what has gone before and as part of the whole package*. In the case of vocational preparation, however, a more complex situation exists: vocational preparation has as yet no assured status and few obvious opportunities for progress.** There is no guarantee of employment, many modes of operation are informally structured, the tutoring staff is far from homogenous, and to many young people the aims are far from clear. In short, there is as yet no established education or training tradition associated with vocational preparation. Unfortunately our neglect of the needs beyond school of a large proportion of our population has conditioned generations of our work force to regard employment as an alternative to further education and training rather than as a complementary activity. To many therefore YTS is still regarded as a poor substitute for employment, and every effort must be made to counter this by improving quality and noting good examples of YTS.

Educational Issues

Young People's Attitudes and Participation

50. Many young people may still possess school attitudes to staff-learner relationships, seeing themselves

* Induction YTS Guideline No 2 MSC, 1982 gives more detail on the above aspects covering pre-entry, induction during scheme, and progression from a scheme.

** *Progressing from vocational preparation: towards a solution* FEU, 1982

as pupils. They will need to undergo a re-orientation of attitudes sufficient to encourage them to participate in post-school learning in a positive way, and to see vocational preparation as an essential for living – employed or unemployed. They have to be persuaded that what they get out of YTS should be as much their responsibility as their Sponsors – hence FEU stress on involving young people in negotiation about the curriculum. Against this background the MSC criteria described above (paragraph 48) could be regarded as somewhat mechanistic unless interpreted in a liberal way. Induction should be defined as an educational process. The recognition that induction should occur throughout a programme and not just initially is a point also made by an MSC Wales publication*: “the processes begun during induction should continue in a regular and continuing process of sympathetic support of student learning needs which will include, regular and frequent individual counselling during time spent both at college and on work experience, extension of study skills, development of student strengths and remedying weakness, preparation for planned work experience, and review of tutor/student contracts”. MSC suggest that, where possible, induction should include an element of negotiation about the nature of the trainees’ planned learning.** FEU endorses this view. The MSC *Evaluation of YTS content* report recommends effective practice such as:

- (i) pre-entry induction open evenings/days, to allow parents and trainees to meet the scheme organiser off-the-job tutor(s) and on-the-job supervisor(s);
- (ii) MSC staff involvement in planning the induction with scheme organisers to ensure coverage of YTS aims as well as specific occupational objectives;
- (iii) preparation and use of videos by Managing Agent’s to help ‘sell’ their scheme to young people and their parents.

Implications for FE

The Role of Colleges in Induction

51. The FEU *Evaluation of FE role in YTS* research project found that some inductions by Managing Agents on their own premises had not involved college staff and this had led to trainees receiving a totally incorrect

impression of the form that off-the-job training would take at the college. However where inductions have been held on college premises on behalf of Managing Agents it has been possible to make clear to trainees what their commitment to college would be.

52. Evaluation of colleges’ work in piloting ABC and CPVE has shown, however, that an initial once-for-all period of induction has not proved the most suitable formula. The problems of giving too many rules, regulations and concentrated information in one session is also recognised. A more continuous process allowing induction to become an essential but decreasing proportion of the counselling, guidance, assessment process, is to be recommended. *ABC in action* FEU, 1981 suggested that the induction phase might be renamed ‘orientation’ to avoid confusion with introductions to the college which are already known as ‘induction’. Several colleges give students inductions of this latter kind which include tours of the college and its facilities, enrolment, breaking the ice games sessions, group work, and initial diagnostic testing. It is not intended to use the term induction with any different meaning within this document, merely to acknowledge that the concept may well become blurred as trainees progress on a programme. Induction activities may eventually become subsumed under the umbrella of guidance and counselling; and at that stage this latter terminology would be more appropriate. Staff need to recognise the importance and value of induction as a process of learning and its links with curriculum themes such as guidance, counselling and assessment, and negotiation. If this broader view of induction, as both introduction and periodic fresh orientation, is to inform YTS practice, all staff* involved in the provision of programmes will need to contribute to the design of induction activities, spread throughout the programme they are offering. And, if this view is to succeed then it is likely that it will be as a result of college staff promoting it in their negotiations with Managing Agents and Sponsors.

INITIAL ASSESSMENT

MSC CRITERIA—Quality Assurance

53. In the *Youth task group report*** quality assurance is identified as a “key to the success of the new Scheme”

*Criteria for validation and development MSC Wales, 1982.

**YTS Guideline No 2 MSC, 1982.

*This includes non-teaching as well as teaching staff. The importance of a welcoming and supportive environment hardly needs emphasising.

**MSC, 1982 paragraph 5.21.

and an Advisory Group on Content and Standards has been set up. One responsibility of the Managing Agent in a particular locality is the maintenance of standards in programmes for which the agent is responsible, by arranging for appropriate assessment, recording and certificating practices. Sponsors are obliged to make arrangements in respect of trainees to:

"provide a statement, contributing to a personal profile, indicating standards of competence achieved and other relevant information. This statement will be prepared in consultation with each scheme participant at appropriate stages in the programme. A copy will be given to the young person on leaving the Scheme and a copy to the Commission or Careers Service Liaison Officer".

MSC recommended that assessment be provided at various stages. Initial assessment (should be carried out within the first four weeks) and continuous assessment (as appropriate). Assessment should also:

- (i) fully involve the trainees;
- (ii) be competently conducted;
- (iii) indicate to trainees what they have achieved;
- (iv) be reflected in the reviewing and recording process.

Educational Issues

The Range of Assessment and Profiling

54. Assessment in FEU terms involves not only the recording of results of competency tests, but also involves the recording of experiences undergone by the trainee, and appraisal of the value of those experiences to both the trainees and Sponsor. Assessment should also be related to the whole programme undertaken by each individual, indicating levels of skill, knowledge, and experience acquired in a variety of locations, not least in the work situation. It follows that for any assessment to be fair to both the young person and the Sponsor it should include design elements described in paragraph 14, and should relate to the whole spectrum of activities which such a

programme on YTS aims to provide. This means that performance over a whole range of social, work-based and personal experiences should be observed, and assessment should not be restricted to formal cognitive measurements. The adoption of profiling by MSC is compatible with FEU thinking which suggests:

"Experiential learning and increased personal and social maturity are not amenable to simple formalised measurement and grading, and as such are neither recognised by the existing examination system nor by the public at large. By adopting the profile method of recording assessments we are suggesting that recognition should be given to those aspects alongside the more easily recorded and interpreted assessments of performance that will also exist."*

While recognising the demanding and complex nature of profiling, the merits of a formative** type of assessment justify an increase of teacher/trainer time spent on this process and this should be recognised in the timetable of any programme.

Guidance During Assessment

55. It is generally accepted that induction should include an initial assessment of needs. It is also FEU policy that assessment should be closely linked with counselling and guidance, as an integral part of the learning process through which each trainee should proceed. For example teachers, trainers and supervisors, on-the-job or off-the-job, may assess a trainee by direct observation, by structured tests, through discussions with the trainee, and/or by evaluation of log book entries. All these methods should be seen as an opportunity to assess needs and advise the young person with respect to his/her progress and achievement, thus associating the function of guidance with that of assessment as illustrated in the case study example in Appendix VII.

* Vocational preparation FEU, 1981 paragraph 41.

** By formative assessment we mean a process of continuous review and assessment capable not only of identifying any corrective action that may be necessary, but also serving as a basis of discussion between the trainee and his tutor/mentor. This process usually requires the deliberate scheduling of frequent periods allocated to this type of review.

* Youth task group report Annex 5, 3(f) Traineeship Agreement

56. To the student his/her own performance in a single test, subject or task performance is an indication of attainment. The sensitive use of continuous assessment provides a further stimulus, and a series of such assessments generates more detailed indicators of progress, especially if accompanied by counselling and guidance. In some cases other aspects of performance are incorporated, such as effort or application. These can be assessed to describe progress or otherwise, but phrases such as 'could do better if he/she tried' rarely aids assessment. The assessment of personal attributes, however desirable to employers, is a difficult and subjective task for which staff need special training. The involvement of young people themselves in this and other areas of assessment must be considered essential.

Implications for FE

New Forms of Assessment

57. Different forms of assessment may have to be designed and implemented at different stages of progress. Tests or check-lists applied at an early stage (during induction) in a programme, may identify aptitude and suitability. But few of them have been validated against the background of YTS and if used, such instruments should be interpreted with caution. New forms of assessment may have to be devised and appropriate standards agreed to accommodate the work-based focus of much of the learning. It may be relatively easy in some situations to grade performance – based skills, it is less easy to judge levels of awareness, and still more difficult to appraise the interpersonal skills required in a job situation (although these social skill attributes are often valued by employers)*. The use of 'job tasters' during the early weeks of a scheme is recommended whenever this is possible and practical.** Some YTS have successfully introduced the notion of self assessment by trainees – first by means of self-assessment questionnaires with self scoring during the induction period and then group assessments in which individuals were invited to assess each other – as people in terms of skills, starting at induction and continuing through the course at intervals.***

* Basic skills FEU, 1982. Appendix 8 paragraphs 8-13 examines task and skills assessment.

** An FEU research project illustrates this approach. See Appendix VII.

*** *Assessment and review* A survey of a sample of YTS Schemes in South East London (commissioned by EITB) South East London Accredited Centre Autumn, 1984.

Grades and Certification

58. Gradings of performance should wherever possible be related to well validated criteria; judgements of awareness are best interpreted by the professional skills of experienced observers, appraisals of interpersonal skills are complex, requiring sensitivity and training; and such skills should not be appraised without the agreement of the young person involved. Gradings such as *below average*, *average* and *above average* are to be avoided wherever possible, as being norm-referenced, they simply establish a ranking order. The whole process of recording by profiling should facilitate the collection of different types of assessment ranging from firm criterion-referenced grades to professional descriptive assessments of process skills. The form of final YTS certification by MSC remains a subject for further development, and will be piloted in test bed schemes during 1985.

Reservations

59. Sponsors – notably voluntary organisations in the Community Projects sector – are uneasy about standardised assessment procedures if they are to be embedded in national system of certification. They agree that YTS trainees who have been alienated or neglected in their secondary education need to negotiate individual learning targets with sponsors and scheme managers in a relationship of trust and sensitivity to personal development needs. An inflexible nationwide system of objective testing and standardised profiling would, in their view, undermine the prospects for Trainee Centred Reviewing within a negotiated curriculum. Sponsors should be reassured by the principles stated by MSC in a YTS Guideline on assessment and standards which suggests "Measurement of performance and assessment of progress should involve the trainee and if possible combine and reflect his/her judgement with that of the assessor".*

60. A nationally based assessment scheme need not necessarily be inflexible, mechanistic or unsympathetic. Conversely a supportive assessment philosophy, such as

* Assessment and standards YTS Guideline No 8, MSC, 1982.

is valued by the voluntary organisations and others, need not omit criteria-based assessments. What is needed is an increased level of awareness by all staff as to the range of assessments that it is necessary to invoke under YTS. If the process is fair, supportive and wide ranging, certification then becomes a process of synthesising all the available data related to the trainee in respect of the opportunities provided by the scheme as a whole. This will undoubtedly require staff training at all levels*. It will also require the positive support of Sponsors.

Co-ordination

61. If the principle of YTS taking place over several different locations is to have any real value then assessments made in each location should be available to all concerned. Trainee records, reviews of progress and interim profiles are all techniques facilitating this liaison, but there is little evidence to suggest that such liaison is taking place. Any discussion on assessment cannot be divorced from other considerations which are explored separately in greater detail in Section Four of this document.

PARTICIPATIVE LEARNING

MSC CRITERIA—Emphasis on the Style of Learning

62. Participative learning is a new element in the revised design framework, included because MSC feel that some reference should be made to the form or style of learning advocated in YTS**. For college staff experienced in coping with young people, the value of student-centred participative learning approaches which offer choice and opportunity to follow individual interests and assignments has long been recognised, and with YTS in particular most colleges when planning schemes have set aside periods for tutoring on a one-to-one basis. Time for guidance/review and assessment when built into training programmes also affords opportunity for individual trainees and teachers to get together to share and evaluate experiences and monitor progress.

* Appendix 8 of *Basic skills* FEU, 1982, gives more guidance on assessment.

** 'Minimum criteria for schemes starting in 1985', paper to MSC Advisory Group on Content and Standards (AGCS/84/27) August 1984.

Educational Issues

63. Participative learning requires learning by doing. Student-centred learning requires programmes designed and delivered with the needs of particular students in mind. Student centred participative learning therefore requires tutors to design assignments that involve trainees in some form of activity which is seen as relevant to them but at the same time develops their understanding. It goes without saying that the design and monitoring of such assignments is a professional teaching job; requiring flexibility, a sure eye on the objectives to be fulfilled and skills in assessment.

64. In the college there are often constraints of class size, accommodation, resources and timetabling, which inhibit flexibility and prevent the adoption of more appropriate staff student ratios. The uncertainty of student numbers in the first year of YTS did not help colleges faced with problems of forming viable groups (sometimes of mixed ability) and the dilemma of meeting different attendance structures and other 'demands' by Managing Agents. Inevitably in-fill of existing courses occurred, but this and other practices were not so detrimental as feared. For example trainees in mixed ability groups often derived benefits from this mix, and the different experiences of trainees from a variety of work backgrounds could be exploited to advantage in group discussion and review sessions. There were some instances of colleges being able to secure provision for a full time education group by combining it with a group of YTS trainees to achieve an economic class size.

Implications for FE

65. For most practical work, class sizes in FE are constrained by safety considerations. In some cases more than one teacher may be involved, in team working with a trainee group, thus enabling more individual tutoring to take place. By designing practical tasks around the needs of individuals and allowing for different 'pace' of learning and those inevitable 'individual differences', more flexibility can be achieved than when the group are all set standard tasks and do identical work to a rigid timescale. The introduction of more flexible teaching strategies enable teachers to spread their time more appropriately amongst trainees, and the critical observation periods do

not all occur together. * Trainees also get used to the notion of independent working, in the same way as they are often experiencing during the less sheltered work experience. None of the above is new and the practices described above are widespread.

66. The introduction of 'hands on' computer literacy/information technology for YTS clientele as a learning opportunity, also builds up a trainee's self confidence. It provides a further opportunity for them to learn for themselves by themselves, but experience shows that the activities must be carefully planned and supported to enable trainees of differing ability levels to achieve and develop skills and knowledge.

Empathy with trainees

67. Many YTS trainees have undergone various experiences of failure, disappointment and disillusionment often through no fault of their own. Lack of success at school and an adverse labour market may have demotivated them and, in a few cases, caused them to resent authority and the 'establishment'. They may also resent the idea of going 'back to school', or, as mentioned previously due to lack of induction they may not have been properly briefed about what to expect at college. In these circumstances it is all the more important to feel *with* rather than *for* these trainees in creating a climate of trust and mutual respect, to enable them to develop and achieve their full potential. The FEU report *Evaluation of FE role in YTS* gives a check-list and some further points about working with trainees and enhancing motivation. There have been numerous instances in the FEU evaluation project, of dedicated FE staff trying hard to form a close, caring relationship with, sometimes, a difficult clientele. Not all staff were willing to accept the presence of some YTS trainees unless they were a similar calibre to traditional FE students. However this hardline attitude became less widely held during the course of the first year, as the talents and aspirations of the trainees become more apparent, and it was anyway only a minority point of view. The FEU evaluation report goes on to say "the majority of teachers now regard YTS work as a necessary part of the teaching load and some have tried to develop a trainee-centred approach to their work."

* *Flexible Learning opportunities* FEU, 1983.

68. Residentials are enthusiastically supported by most teachers who see these experiences as a means of bringing about better understandings, and stronger relationships between themselves and the trainees. They also provide opportunities to improve personal effectiveness and provide an appreciation of the world outside employment. It is unfortunate that residentials have been written out of many schemes on the grounds of cost, they were a significantly successful feature of UVP schemes. Every effort should be found to reintroduce facilities like this, but they have to be justified. The FEU sponsored experimental short course *Getting things done** nicely illustrates the special development that can take place in a residential period.

69. Community linked schemes such as 'Springboard' in South-East London are examples of how YTS has catered for ethnic minorities, and the FEU evaluation project in the Midlands also identified YTS provision for special groups from the community who would not normally have utilised college facilities. In some cases staff have been appointed who possess a knowledge and understanding of particular groups thus aiding empathy.

70. Participative learning takes place when the trainee begins to appreciate his/her part in the learning process, understands the aims of the programme (the purpose of YTS), identifies with those people supporting his/her progress, and takes a positive role in negotiating what needs to be learnt. Sensitive guidance is needed to facilitate this transition and motivate trainees if they have not attained the realisation that they can benefit from a higher degree of involvement in their own learning. Profiling with its opportunity for continuous assessment, helps in this process. Teaching for transfer and an awareness of skill ownership should also inculcate this, and the following chapter on guidance extends some of these points.

GUIDANCE/REVIEWING

MSC CRITERIA—Advice and Support

71. Any programme of training should provide opportunity for trainees to:

* A learning package for process skills to be published by the FEU in June 1985.

"receive advice and support throughout the programme under guidance and counselling arrangements agreed with sponsors". *

Managing Agents/Sponsors must identify a scheme leader (who may be the same person as the named person for guidance) to:

- (i) take overall responsibility possibly in conjunction with others, for designing and writing scheme proposals;
- (ii) act as a focal point for administration enquiries from MSC staff, trainees, supervisors etc. (N.B. The scheme leader does not have to answer enquiries personally but should be able to direct them to the appropriate contacts);
- (iii) ensure the monitoring and evaluation for the scheme's progress.

It is felt that the general nature of guidance and counselling should be reasonably consistent throughout the programme, that the advice and encouragement given in the work experience situation should in general be complementary and not conflict with that received at other stages of a programme. The off-the-job tutors work with trainees, assessing them in a different environment, nevertheless it is as desirable for sponsors to co-ordinate guidance aspects of their parts of the programme as it is to integrate the organisation details (mentioned in paragraph 13). The importance of guidance and counselling for young people was recognised by the Council for Europe in Strasbourg, ** which noted that, in preparing young people for life in society, special attention should be paid to their needs in the years just before and just after the end of compulsory education. Managing Agents/Sponsors should recognise that they are the key agents responsible for co-ordinating guidance and support and must ensure that each trainee has access to a named person within the scheme who is responsible for:

- (a) reviewing the trainees progress on a regular basis;

- (b) liaising regularly with other members of staff in the scheme;
- (c) maintaining contact with the agencies, e.g. MSC, about trainees;
- (d) ensuring that the trainees needs for guidance and support are met either by that named person or some other appropriate agency. *

Educational Issues

Trainee Self-Development

72. The YTS guideline on guidance refers to a "range of activities and processes through which a trainee is encouraged to take charge of, or take responsibility for the decisions that relate to his or her own development and so to promote self-reliance". FEU supports this interpretation and would endorse the activities also identified in the guideline (namely teaching, advising, counselling, informing and taking action). These were identified in an FEU Staff Development Publication *Tutoring*. It is suggested in this publication that guidance is appropriate at various 'stages' of the trainee's involvement in the scheme: before entry, at selection, at induction, whilst managing the experience, and at transition. MSC refer to these stages respectively as pre-entry; entry (induction and initial assessment); and exit and progression from the scheme. Using such an analysis, it is possible to identify a number of factors that those responsible for the schemes might pay attention to, as shown in figure 2 on the next page.

73. It is clear that many people, including tutors, supervisors, careers service, voluntary counselling agencies and so on, have a part to play in the provision of guidance to trainees. Naturally the level of their involvement will vary according to the stage, the course organiser will be likely to have a prime and important involvement at selection although lesser involvement during the work experience stage. As with other aspects of the scheme however the multi-agency nature of the guidance provision indicates a need for collaboration and consultation between such providers.

* Youth task group report, MSC, 1982 paragraph 4, 10(h)

** Declaration - Council for Cultural Co-operation Project No 1, Preparation For Life, Council for Europe Strasbourg 14 June 1982

* Managing Agents/Sponsor, should inform each trainee who is available both inside and outside the scheme to provide them with guidance in respect of work, educational and personal issues.

Figure 2 Issues and Aims in Guidance*

MSC Stage	FEU Stage	Issues Presented by the Student	Aims for the Tutor	Other Agents Involved	Tasks	Settings
Pre-entry	Selection	'What are my skills?' 'Which do I want to develop?' 'In what ways will this opportunity help?' 'What will the course be like?' 'What demands will be made of me?'	To help identify learning needs and create a learning agenda. To help the student appreciate the aims method and content of the opportunity. To help the student understand the costs/benefits of the opportunity	School staff Careers officer Other selectors Careers adviser Student counsellor	Negotiating Contracting Liaison	Individual work
Entry (Induction and Initial Assessment)	Induction	'Where is everything?' 'Who is everybody?' 'What do people expect of me?' 'How do I get out of here?'	To assist the student in coping with the transition. To help the student come to terms with the consequences of his/her decision. To enable the student to confront, explore and work through his/her anxiety.	Subject teachers College counsellor Careers adviser Careers officer	Informing Referring Advising Monitoring Counselling Liaising	Group work Individual work
Scheme	Experience	'How am I doing?' 'Why do I have to do ... ?' 'Am I happy with this course?' 'Am I getting what I wanted?'	Helping the student review and reflect. Helping the student face consequences. Checking out whether the course is meeting the contract. Being vigilant to the student's progress and alert to any blocks to learning.	Subject teachers Work-experience supervisor Careers officer College counsellor	Assessing Coaching Teaching Confronting Disciplining Representing Feeding-back Counselling Referring	Group work Individual work
Exit and progression	Transition	'What have I gained?' 'What do I want to do next?' 'What do I need to do about it?'	Helping the student review what he/she has done. Helping the student examine a range of possible options and choose between them. Helping the student explore consequences of other options. Helping students implement action plans.	Careers adviser Careers officer Work experience supervisor	Assessing Evaluating Counselling Referring Refereeing	Group work Individual work

* Adapted from Section 2 of *Tutoring FEU*, 1982.

Implications for FE

The Quality and Provision of Guidance

74. One way of achieving this necessary inter-agency approach is by the planned provision of a personal guidance base (PGB) aimed at maximising the guidance resources currently locally available in YTS to support trainees. In this way they can recognise their progression in terms of personal achievement, development and confidence. In an FEU document *Towards a personal guidance base** the authors conclude:

"Whatever its role in a Local PGB, an FE college has to determine how much attention guidance is given within its own structure, and how this guidance is to be provided ...".

75. In Planned Work Experience MSC recognise the line manager's responsibility for guidance and the need for them to be trained to offer guidance and advice to trainees when needed; and in MSC guidelines reference is made to good first-line supervision and the provision of "someone on whom young people can model themselves as they learn to cope with responsibilities and relationships at work." The off-the-job training/education tutor similarly undertakes this role and may also be regarded as a model in that sense. Thus any guidance system that emerges needs to make best use of the skills, experience and expertise of the first-in-line supervisor together with the appropriate support of the specialist. It may be that specialists should look toward their role as supporters of the first-in-line supervisors as much as the trainees.

76. A further point to bear in mind when considering guidance for progression is that trainees are free to exit from the scheme at any time at one week's notice. Guidance at transfer and particularly during occupational sampling is crucial to sensible decision making. An example of good practice noted by an MSC evaluation study** is the provision of a week off-the-job near the end of the course which enables pre-exit guidance and counselling to be given particularly for those who are likely to leave with no job or further course to go to.

77. Trainers and teachers who have worked with young people will not need reminding of the considerations which were identified in Appendix 3 of *Vocational preparation*. Paragraph 2.2 states that "the guidance and counselling that a young person receives throughout his programme should be objective, well-informed and supportive. This requires considerable skill from the counsellor whether he/she is a teacher or trainer, not only in providing this type of support but knowing when to 'refer' the young person to an appropriate specialist, should this be necessary."

78. The careers service is an appropriate agency to which trainees with occupational guidance needs should be referred. Some YTS sponsors and providers, including most colleges, will have careers advisers on site to give clinics or information enquiry services. There may be a need to consult with careers officers over the training and siting of such services; or on procedure for referral to careers officers when they are not available on site. Advisers with expertise and experience in the needs of unemployed clients may be needed for the servicing of YTS trainees.

79. Trainees with significant personal or domestic problems may need to be referred to a voluntary counselling agency or to welfare services in the college. YTS providers who expect to recruit a substantial proportion of trainees with such difficulties might be well advised to seek help from such agencies and to establish guidelines for responding to serious personal problems. Some voluntary organisations with substantial involvement in YTS (such as NACRO, CSV, and YMCA) may be able to offer particular expertise here.

80. The programme tutor in the off-the-job situation can perform a pivotal role between trainees, the college and outside agencies, but it is important that the limitations of the role should be appreciated. There is a danger that the tutor may become over protective and possessive, feeling that his/her position uniquely qualifies him/her to help trainees to make their decisions; – thus effectively preventing the self-reliance that is the prime focus of the guidance role. The view point is examined in *ABC in action* FEU, 1981, paragraph 93 and in this respect "it is probably essential for the programme tutor to have the back-up of a professional counsellor, if only to provide a neutral person against whom he/she can test ideas and problems".

*FEU, March 1983

** Evaluation of YTS content MSC, 1984

Guidance and Counselling as a Focal Point

81. Guidance and counselling is a part of learning, the skills used within guidance work are relevant and useful to the whole student-centred approach to education. It is an integral part of the Youth Training Scheme of particular significance to the personal development of trainees throughout the programme. It is an important focus for continuous assessment and reflection and an integral part of the process whereby the trainee is encouraged to become increasingly self-reliant and confident. Thus guidance and counselling skills are essential parts of the repertoire of the tutor (whether college-based, industry-based or community-based).

82. In off-the-job training and education, staff may need to reflect on their role as tutors and explore their tutoring skills in order to consider how best to organise opportunities for trainees to discuss their needs, perhaps outside that time allocated to assessment and the timetable as such. The work experience supervisors, trainers and teachers in off-the-job training and education need to exercise sensitivity and discretion in developing the individual trainee's skills in this direction. A trainee's ability to evaluate his/her own performance objectively and then record observations and self assessments, can only develop over time. Aids to this process are the diary entries required under the review of progress and record of achievement, and of course profiling, described particularly in Section Four of this document. These will encourage reflection by the trainee and promote, with sensitive guidance more confidence in his/her own judgement and analytical capacity.

SECTION THREE OUTCOMES

Introduction

83. MSC's concern is to improve the quality of YTS by a new design framework which emphasises the outcomes as shown in figure 1 (page 5). The four outcomes place emphasis on competence, transferability and personal effectiveness. FE teachers familiar with tutoring and guiding the development of young people may have noticed the accelerated 'maturity' and motivation of YTS trainees over a year's programme. The relevance of learning directly related to work experience, and 'experience' of the work situation has obvious benefits. The trainees' growing awareness of their own competence both in terms of strengths and weaknesses, increased confidence and a realisation that they can make realistic judgements about their future career and contribution to society – are worthwhile aims however difficult to achieve. Improved certification, if it records these outcomes, is important. This Section focuses on progression as well as transition and examines MSC outcomes now defined as:

- Competence in a job and/or range of occupational skills;
- Competence in a range of transferable core skills;
- Ability to transfer skills and knowledge to new situations;
- Personal effectiveness.

OUTCOME ONE— COMPETENCE IN A JOB AND/OR RANGE OF OCCUPATIONAL SKILLS

MSC CRITERIA—Avoiding Narrow Specialisation

84. MSC criteria requires that all Managing Agents/Sponsors should provide occupationally based training that avoids narrow specialisation and forms the basis for subsequent more specialised training where appropriate. It is recommended that Managing Agents should provide schemes which concentrate on one occupation or groups of related occupations, although some initial sampling of different types of work is acceptable in the early part of the scheme. Competence in a job and/or a range of occupational skills is the *main base* upon which the other three outcomes can be developed.

Occupational Training Families (OTF's)— the MSC View

85. In countries where the aims of initial training have long been treated as separate from but complementary to the specific training needs of individual companies such groupings are now new. What is new in the work which the Institute of Manpower Studies has carried out for the MSC is the link between Occupational Training Families and the way in which competence at work is developed. It is a combination of identifying transferable skills and of enabling young people to transfer such skill because they 'own' them*.

86. If OTF's are to be used for the acquisition of a wide repertoire of skills and at the same time offer a vehicle for a coherent and relevant programme of education and training then each family must in some way be defined by its own, unique 'key purpose'. Such a key purpose would determine the range of the skills needed, their relative importance within the OTF in question and the way in which they inter-relate. The key purpose explains the basic intention for employing people in a number of occupations and jobs; it is not a description of personal qualities, educational achievement or a description of tasks. The key purpose is a first marker for determining the OTF training programme. A sample work learning guide is shown in Appendix IV together with an instructional guide on its use. This material is still being developed.

87. Three further points need to be made about OTF's. First they do not claim to be comprehensive i.e. they do not provide a home for all occupations. It would be a defect if OTF's aspired to be a system of occupational classification rather than a tool for organising training. From a national training point of view it is important that the overwhelming majority of occupations, covering the overwhelming majority of trainees, should be covered.

*In July 1983 IMS published their report *Skill ownership – learning to take it with you*. In October 1983 User Guides to individual occupational training families were issued. During 1984 MSC carried out controlled testing of the recommendations in the report. Meanwhile the user guides provide a useful tool for setting up broad based training across a group of related jobs and MSC have encouraged Managing Agents/Sponsors to use this approach.

Secondly, it is apparently possible to view the same occupation in the light of more than one 'family' without detracting from the value of OTF's. The choice depends more on the intentions and interests of the trainee than on the application of a set of principles. A trainee could, for instance, participate in a programme for either 'personal services and sales occupations' or for 'administrative, clerical and office services occupations' and get work experience as a receptionist. Thirdly, OTF's are intended to be used for 'first entry jobs' for young people. This restricts the range of learning objectives to competence in work which does not depend on substantial experience or promotion.

88. OTF's are thus claimed to be a method of setting out 'competencies' which are derived from real work, which are related to each other through common key purposes, and which offer a broad occupational base on to which subsequent company and job specific requirements can be added. Many young people will not be employed on completion of foundation training and there is therefore a danger that the skills young people have obtained will be lost both to themselves and the country, at great personal and social cost. In order to preserve these skills, trainees should see the possible use of acquired skills to their other role in the 'world outside employment'. It is intended to encourage opportunities to make this transfer during progression through an OTF. The demands of working outside employment, often independently and without supervision, reinforce the argument for 'training for transfer'. It is likely that in future people will spend periods of their lives outside paid employment and it cannot be predicted accurately who these people will be. Recognition of roles in the 'world outside employment' faces this reality and highlights the issue of transferability. OTF's should, therefore, offer skill 'ownership' and choice to young people, because the ability to transfer skills and knowledge is a built-in learning objective in all competencies. In other words, trainees should acquire an insight into a learning strategy, which will enable them to find out what skills and knowledge they need to add to their existing stock, in order to perform effectively in an unfamiliar situation. One feature of the OTF learning objectives is that it should be possible to assess whether they have been achieved. By the end of a relevant training module the trainee would be asked to demonstrate an ability to use certain acquired knowledge and a learning procedure in new circumstances, a form of skill transfer.

Educational Issues

The Role of the Education Service

89. The role of the education service in the provision of occupational training has tended to be restricted to further education, and in turn associated with conventional craft, technician and professional type vocational education. Under YTS, some Sponsors and Managing Agents will claim to provide all that is necessary in occupational skills. Others will be aware that because of the nature of their work, they are unable to provide the full range of broad-based occupational skills required by MSC. In such cases FE colleges may well be expected to provide some occupationally based training as part of the off-the-job element.

90. Whatever the expectation, the unified concept of YTS makes undesirable the creation of sharp divisions between occupational and other skills. In MSC guidelines occupational skills are identified under headings such as: Calculation, Measurement and Drawing, Communication, Planning and Problem Solving, a number of more specific occupational tasks, and Safety. Not unexpectedly many of these occupational skills are common to other occupations; i.e. they are generic, and most if not all of them are identified in the CPVE core shown in Appendix III of this document.

91. The FEU believes that a common core, such as that proposed in CPVE (see Appendix III) should be regarded as an essential check-list by FE tutors. It can be used by FE, firstly to check whether a full range of occupational learning is being experienced by an individual trainee on-the-job and secondly, as an opportunity to generalise and broaden any occupational training so far received. The use of the core in this way should not only help emphasise to the trainee that college tutors are interested in occupational training but also to indicate that there is a productive relationship between on-the-job and off-the-job training.

An FEU View

92. There is some support for the concept of broad-based training and education for YTS trainees and the use of Occupational Training Families (OTF's) is a possible

way of broadening the base of foundation training. The restriction of such training and education however to a single OTF is not supported by the FEU. With high youth unemployment, there should be opportunities for young people to sample occupations not only within, but between Occupational Training Families. With an employer-based scheme this may be difficult but it remains a desirable aim. An FEU Occasional Paper* discusses the usefulness of OTF's in contributing to "real job" competence, progression and skill ownership; and with respect to the latter the author (Ron Johnson) decides that OTF's could be disadvantageous. In the latter part of his report he describes the ways in which FE relates to YTS and thus to OTF's. He suggests that in some cases there is little to be gained by using the OTF listings but there is some value in using the concepts related to training for skill ownership, and this is discussed later in this document (paragraphs 105, 106 etc).

93. The acquisition by a trainee of a core of competence common to all OTF's is also regarded as essential by the FEU. This should facilitate transferability and flexibility as well as providing a common base of reference for progression in both training and education systems. The way in which a core, such as described in Appendix III, can be related to occupational training via Occupational Training Families is shown in figure 3 overleaf. A model for CPVE which displays the same characteristics of flexibility and progression can be seen in figure 4 on page 44, and under the integration theme of Section Four YTS and CPVE cores are compared, and the similarity of schemes is explored further.

94. The validity and use of the model shown in figure 3 is extensively discussed in another FEU publication** . Briefly, it described a hierarchy of increasing vocational commitment based on:

- (i) a core available to all trainees (Appendix III)
- (ii) access to one or more occupational areas (OTF's)
- (iii) occupationally specific skills (within an OTF)

An individual programme could have the outline shown in figure 3a the basic skills described would relate to the

individual trainee*. The occupationally specific skills should normally result from work experience and/or more formally occupationally-based training. On YTS, such experiences will inevitably vary from trainee to trainee as individuals progress. Within each occupational area there will also be different levels, or sub-classifications, of skill; not all trainees will be required to cover, or perhaps indeed, be capable of covering, all of them. The preceding variables will result, therefore, in a unique collection of knowledge, skills, experiences and attitudes for each trainee. The model implies an increasing degree of selectivity; but it does not assume a specific location or time sequence. Indeed the provision of such a programme is probably outside the capability of a single provider, requiring as it does a combination of work experience, job specific training, sampling and general education.

95. Similarly, such a model allows a variety of starting points, which should be amenable to the YTS delivery system. For example, the time at which the off-the-job component takes place will vary from scheme to scheme. Some young people may enter FE near the beginning of their scheme; their occupational experience may be negligible and their vocational commitment weak or confused. Starting from point **a**, with an emphasis on essential core-skills but generally directed towards an appropriate OTF, may here be the best approach. At the other extreme, the college contribution may come at the end of the scheme. In this case the content and processes implied in the model will have to be covered from a learning perspective such as **d**, because the trainee, hopefully, will come to the college with a collection of occupationally-specific competencies and experiences. Here the emphasis may well have to be on widening the perspective, increasing transferability and checking the trainee's possession of core skills, both as an insurance against unemployment at the end of the scheme and as a basis for progression into further training/education. In many, if not most schemes, the FE contribution will occur after the trainee has obtained some work experience and occupational training. Here the learning perspective will probably be from that of **b**, or **c**, where experience can be built on and developed in dimensions of both breadth and depth.

*Occupational training families: their implications for FE FEU, 1984.

**See Basic skills FEU, 1982 para 49.

*Basic skills para 49

Figure 3 Framework for progression (over 1 or 2 years)

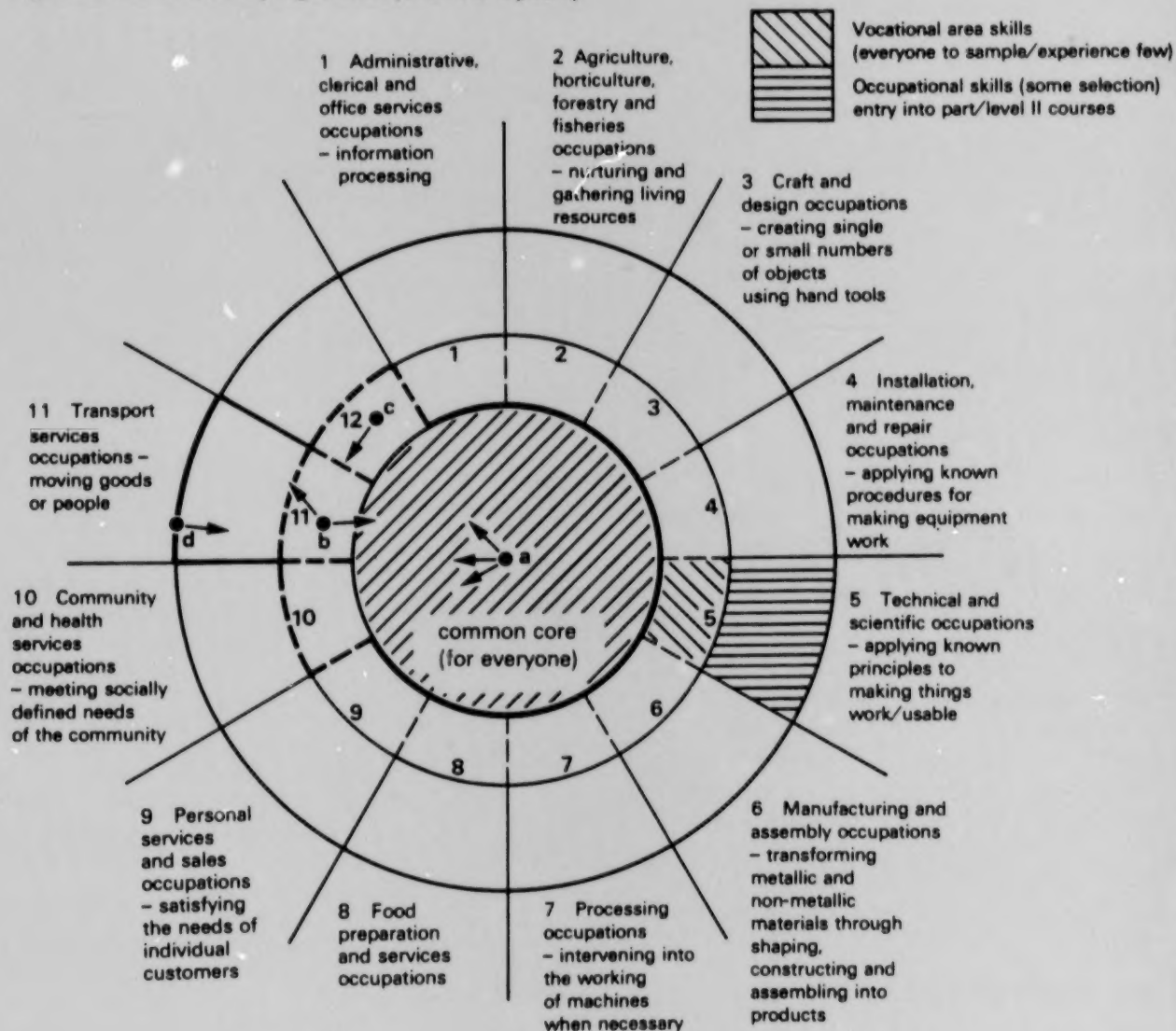


Figure 3a An individual's voc-prep programme



Progression

96. The 'progression' issue is one which is being actively pursued by both the MSC, and the FEU*. To establish a pattern of progression based on education, both agencies are working with the FHE examining and validating bodies, which have a crucial role, in accrediting for transfer into their systems the 'output' of YTS programmes. The current MSC/DES sponsored review of vocational qualifications should accelerate the process. Progression within and between YTS schemes may be less easy to achieve; the possibility of transfer within YTS from Mode B to Mode A schemes or vice versa has not been realised and the genuine broad based programmes have not fully materialised. There remains scope for establishing a firmer relationship between NTI objective 1 and YTS; for example, in enabling trainees to progress more rapidly from YTS into longer duration skills training. Progression through and across occupational training is more difficult to establish than that obtained through educationally-based courses. Training is, more often than not, specific to employers and rarely transferable in any formal sense. The more familiar training schemes related to apprenticeship form a minority provision and access to them post-YTS, remains difficult. To establish a pattern of progression through training, for the majority of our work force, requires the creation of an alternative and somewhat radical training structure: an issue outside the scope of this document, although it remains a key issue. An extended YTS should make a significant contribution to such a structure. In the meantime progression to employment will obviously be regarded by many young people as the true test of YTS's quality. In the absence of any possible guarantee of employment, colleges can only contribute to progression for those young people who return to unemployment by encouraging them to hold on to their skills and by enabling them to progress to Part II/Level 2 courses, should they wish to return to colleges on a full-time or part-time (12/21 hour) basis**. Of course, some young people will also return to college on a part-time basis as employees and should be able to progress in the same way. We suggest that the concept of progression needs to be marketed by colleges. Trainees/students should be encouraged to see colleges as an information base for advice about career/course opportunities.

*See *Progressing from vocational preparation: towards a solution* FEU, 1982

**See *FEU Guidance Note No 3* (Revised 1984) Curriculum Implications of the 12/21 hour rules.

Implications for FE

97. All this means that the colleges and schools need to be involved as much as they can in YTS occupationally-based training. If they are not directly involved in its provision, they should seek participation in its design. Failing this, they should seek information as to what is contained in the training plan devised by the Managing Agent. Many, if not most, YTS trainees will no longer be the responsibility of the Sponsor after completing YTS. If some continuity of individual development is to exist after the first year then colleges should relate to what occupational training each young person has done during YTS and hopefully improved records and certification will facilitate this process. Colleges can facilitate progression by providing:

- (i) careers advice and initial guidance prior to FE; training programmes which identify entry levels/credit exemptions and allow a degree of flexibility, such as negotiation of entry at appropriate stage or provision of bridging modules, to avoid repetition of study;
- (ii) guidance and counselling during programmes in preparation for transition to further training and further education;
- (iii) exit guidance with clear records which state what has been taught and learned to what level over what period supported with further details as needed on personal achievements attainments and experience;
- (iv) long term continued guidance (a 'drop in' information facility) as referred to in paragraph 96 above.

OUTCOME TWO— COMPETENCE IN A RANGE OF TRANSFERABLE CORE SKILLS

MSC CRITERIA—Relevant to a Wide Range of Occupations

98. The MSC defines core areas as "those abilities commonly found in a wide range of occupations, in a variety of work place settings, and at many different

levels". The YTS approach is based on the idea that there are identified core areas which are common to the Occupational Training Families, which can be learned in any one of these families and which transfer to another. Through the medium of both planned work experience and off-the-job training, all schemes must provide opportunities for trainees to progress in a work related context in five core areas:

- (1) number and its application
- (2) communication
- (3) problem solving and planning
- (4) practical skills
- (5) computer literacy/information technology*

Because skills in the above areas are common to a wide range of tasks in different occupations, developing a core skill in learning to perform one task helps the trainee tackle other tasks with the same core skill. For example, working as a sales assistant and working as a receptionist have certain communication skills in common.

Educational Issues

99. The YTS core areas are being refined and tested during 1985. The strategy of identifying core areas and achieving their learning objectives through occupational contexts is new to many and will take time to establish in anything approaching its final form. MSC see the achievement of learning objectives (i.e. basic skills) within a set of core areas as an essential part of all YTS programmes, enabling progression of trainees, and their preparation for rapid and far-reaching technological labour market changes. The inclusion of computer literacy/information technology is in the expectation that in the 1990's it will be in common use in all aspects of industry, commerce and community. Managing Agents/Sponsors are recommended to incorporate a minimum of 10 days 'hands on' experience with

information processing equipment e.g. micro computers. However, a recent MSC evaluation of YTS content* revealed that computer literacy is not usually covered in the on-the-job situation and the coverage off-the-job is often not appropriate to what the trainee might be expected to do in the normal work situation. This evaluation also discovered that the core areas are not being included in any planned way and that there was little attempt being made to enrich the core areas by the use of work based subjects.

100. Managing Agents are responsible for ensuring that trainees develop skills which they will be able to use after their YTS year. In the case of the core skills this means providing opportunity for trainees to progress in as many as possible of a set of 103 core skills in the 14 skill groups across core areas which have been developed by MSC for use in YTS (see Appendix II). During both off and on-the-job elements of schemes, supervisors trainers and teachers should seek to identify core skills in the tasks that trainees carry out, and to stress the relevance of these skills by reviewing and integrating them (see Section Four). A review should take into account the different levels of skill necessary within each area, variations in trainee ability and the need to enable individual trainees to progress as far as they are capable within each area.

101. An important aspect of this approach is that the core area objectives are not linear in the sense that they need to be learned in some sequential order: they can be achieved at anytime during the training year. In addition, each young person starts from his or her own base line of performance and gets the opportunity to improve that performance in each of the core areas. The vehicle for this will be a work based approach, well known from TRADEC and UVP experience. The learning environment is not controlled in the sense that it can be in full time education. Progress will thus to an extent be dependent on opportunities in individual placements.

102. Although set in occupational contexts, the core area objectives can be expressed in generic terms. Thus, the achievement of these objectives should have a double significance for the trainee because it demonstrates both an ability to perform a specific element of a job and the

*MSC Practitioner Guide 1 Core Skills and Core Skills in YTS Manual Part 1 Number, Communication, Problem Solving, Practical, Part 11 Computer Literacy Information Technology. (The MSC Core Skills quick reference list is reproduced as Appendix II to this document).

*Evaluation of YTS content MSC Training Division Report June 1984

ability to perform to a recognised level in a core area which has application in another Occupational Training Family.

103. MSC has worked with CGLI to establish the standards for these core objectives which are stated in functional terms i.e. use in employment rather than in subject or academic terms. Because these objectives are work related, new assessment strategies will have to be devised.

Implications for FE

FEU View on Core and Basic Skills

104. To many teachers and tutors, basic skills are associated with remedial education; to others they are associated with survival and coping in adult society; others see them solely in terms of manipulative tasks. As mentioned earlier, the FEU favours a wider definition of core and basic skills and whilst there may be different interpretations, there is much common ground. In the continuing uncertain employment situation, few would disagree that young people in transition require a broad base of achievement in skills that are common to many occupations. Beyond this, the skills required by an individual must relate to the characteristics of that individual and to the opportunities that exist.

105. The need for this wider concept of skills* and for a generic approach to vocational preparation is argued elsewhere, and the main points that emerge are:

- (i) the use of a skill cannot be disassociated from knowledge, understanding, practice and attitudes;
- (ii) a skills-based curriculum with a relevant vocational focus not only provides essential competencies but also the right kind of stimuli for the young person to experience the wider aims of education;
- (iii) the term *skills* should be used to describe a range of competencies: language skills, number skills, manipulative skills, problem-solving skills, learning skills etc;

- (iv) vocational preparation should provide young people with a range of generic skill to improve their adaptability and potential for progression;
- (v) both general and specialist subject teachers and industrial tutors should be encouraged to regard themselves as facilitators of the learning of basic skills, using the teaching of *any* skill as an opportunity for wider learning;
- (vi) skills across a curriculum requires a co-ordinated approach to on and off-the-job training/education and a need for all trainers/teachers to have as their concern, the teaching of core-skills;
- (vii) teaching for transfer might be enhanced if a more reflective mode of learning is used, based on the notions of skill ownership.* Teachers and trainers need to encourage young people to become aware of the links between different kinds of activity and that they already possess skills which can be used in a range of contexts.

106. Adaptability and versatility are desirable trainee attributes which are best acquired through trainees being made aware of the process of their own learning. Thus, it is paradoxical that in attempting to improve the effectiveness with which trainees are able to demonstrate the products of learning, teachers and trainers may be neglecting to encourage the development of trainees' learning skills, and their ownership of those skills. There is a natural temptation to concentrate on improving the output of learning: the product, and to ignore the (more transferable) process of learning by which the product is achieved.

OUTCOME THREE— ABILITY TO TRANSFER SKILLS AND KNOWLEDGE TO NEW SITUATIONS

MSC CRITERIA—Recognising and Using Skills

107. YTS aims to provide trainees with basic job competencies, skills and knowledge which are

*Basic skills FEU, 1982

*The IMS refer to skill ownership in *Foundation training issues* 1982 and MSC refer to the idea of "owning" skills. FEU have a project Teaching for Transfer (RP129) currently being evaluated by colleges.

transferable outside the immediate context of their YTS training and skills which can be built on subsequently. Trainees should be provided with the opportunity to move to new tasks, new jobs, and new locations. They should also be encouraged to practise a few simple techniques which enable them to analyse the skills required in a new situation, check the relevance of the skills they possess, and discover what else they need to know or be able to do.

Educational Issues

108. In the first year of the YTS the concepts of skill ownership and transferability have not been widely accepted. The FEU evaluation of YTS project* noted this:

"In particular, skill, ownership and the transferability of skills seemed to be little understood by Managing Agents who tended to want specific craft training and were reluctant to accept the implication that their trainees were to be prepared for redeployment within a future labour market."

The following paragraphs explore approaches which teachers and trainees can adopt, such as using well designed assignments and systematic approaches to experienced-based learning and allowing time for review and reflection.

109. An *MSC practitioners guide* on Learning gives some useful information on transfer. The FEU Occasional Paper on Occupational Training Families** points out that the approach of grouping jobs by key purpose is done on the assumption that the range of tasks to be undertaken are similar, and hence transfer between jobs in the same family is easier. The training for skill ownership approach is not concerned with producing a common curriculum for a group of jobs. It is important to recognise also that the common basis of key competencies specified in the Work Learning Guides (see Appendix IV) are at a very superficial level. The proposed programmes are not based on tasks, materials, tools or contexts which are common to jobs in the same OTF. Thus the extent to which these skills can be transferred across jobs in the same

family varies enormously. As long as the OTF's are used as a tool for highlighting possibilities which might not otherwise have occurred to young people and their tutors, and they are not regarded as absolutely essential for transfer then the concept seems acceptable.

Implications for FE

Learning from Experience

110. A trainee may acquire an understanding and 'feel' for a particular commodity or material and yet when asked to apply a similar process to another type of material may experience difficulty. In this situation a trainee has to be involved in finding out what he/she needs to know in order to perform the task, (a form of self-organised or discovery learning) then repeat the task and participate with the teacher in evaluating and assessing performance. This review and reflection process reinforces trainee knowledge of the skills 'owned', how these skills need to be adapted to unfamiliar products or materials, and by testing different applications the trainee learns how to make best use of existing skills. This approach makes demands on the tutor in planning well designed assignments and setting aside time for review and assessment, in constantly looking for opportunities to reinforce transfer and encouraging trainees to have the confidence to try their skills in new situations. It means adopting different approaches, providing opportunities for young people in different learning environments and a flexibility of response by teachers and the institution. An FEU publication* explores this philosophy, gives a definition of competence and looks at the characteristics of a competence based system.

111. Experience based learning, such as might occur in a work placement, is likely to provide opportunities for practice and transfer if it is:

- structured rather than haphazard;
- demanding and extending;
- supported by opportunities for questioning and reflection; and,

* *Evaluation of FE role in YTS*. FEU research project report available on request.

** *Occupational training families: their implications for FE* FEU, 1984.

* *Towards a competence-based system: an FEU view* August 1984.

—integrated with formal college-based learning
whether in education or training.

The trainee might benefit from work experience in a variety of places, and MSC is encouraging movement in a firm during training. Work experience should help the trainee experience a range of affective objectives which cannot realistically be created in colleges. For example, the trainee responding to requests from customers during peak periods of business when all other staff and the managers are busy and have no time to give guidance.

Reflective Learning and awareness of progress

112. Guided reflective periods following, say, work experience or simulated learning sessions, or any practical session, can help to develop transfer skills such as problem-solving. For example, reflective learning might eventually lead to the learner having confidence in his/her judgement about procedures and acceptable standards of work. This strategy of reflecting on one's experience should by no means be confined to young people and in another document* it is recommended for adults. Reflection can be used for learners to assess their own progress. Whether it comes from self-assessment, the teacher, or jointly, learners need frequent reviews of progress to reinforce learning. Formative profiles and records help the process of reflection and encourage an awareness of progress.

New Learning

113. New learning is made more relevant to the individual if it links in with or relates to previous learning and experience. A learner might possess skills which can be transferred into the current learning session. These skills may have been acquired on the present course or elsewhere. It is a great boost to a person's confidence to be made aware or reminded that he/she has already mastered a range of useful skills. The following *Check-List for Action* (see page 34) is a product of an FEU research project on Teaching for Transfer (RP 129) and has been

field tested in collaboration with a number of colleges. It is intended as a guide for individuals and teams of interested staff in FE who wish to raise awareness and enhance the notion of teaching for transfer.

OUTCOME FOUR— PERSONAL EFFECTIVENESS

MSC CRITERIA—Becoming Mature and Independent

114. The term 'personal effectiveness' is used in YTS to cover a wide range of behaviour which may be summed up as 'knowing how to react to situations to get the best results'. In the MSC Record of Achievement booklet* prepared for pilot schemes adopting the revised YTS design framework in 1984/85, personal effectiveness is described as showing initiative, accepting responsibility, handling relationships in a constructive way, and becoming mature and independent. An MSC review** states an aim of YTS as developing personal motivation, confidence and resilience, and describes these as "the most important elements for young people and their prospective employers, but ways of assessing these outcomes need to be found." The assessment of personal effectiveness requires careful consideration and MSC suggest that work experience and training providers should "note down any instances where the trainee has shown initiative, acted responsibly, coped with a problem" in situations "additional to the routine performance of occupational activities or projects".

Educational Issues

115. From the above it will be seen that personal effectiveness is high on the list of employers' priorities for its work force, and the ability to create harmonious relationships with colleagues and clients is but one aspect of the basic social skills with which the education process is generally identified. Maturation and independence implies competence, tolerance and initiative. Trainees can gain insights during on-the-job training about the way work is organised, about work relationships, and how people

(continued on page 35)

* *Exploiting experience: recognising what has been learnt on the job as a starting point for retraining* FEU, 1984.

* See further details in Section Four paragraph 139.

** *Youth training scheme review 1984*. A report by the Youth Training Board to the MSC (paragraph 2.11).

A CHECK-LIST FOR ACTION

This check-list offers a way to open up the debate on suitable curriculum and teaching strategies for learning for transfer. These suggestions should be scrutinised, tested and adapted during practice.

1 Raising Teaching Awareness

Both general and specialist teachers should be encouraged to regard themselves as teachers of *basic skills* and therefore promoting transfer in their own subject teaching. The process of stating and analysing curriculum objectives and teaching contexts with which teachers are familiar is a useful starting point in raising teacher awareness.

2 Setting up a Team Interested in Teaching for Transfer

A curriculum development team might exist or a mutual self-help teaching team may need to come together to help to optimise on transfer situations. Transfer objectives will be more effective if they are pervasive and deliberate objectives adopted throughout a programme by a team of teachers committed to teaching for transfer.

3 Consider the Curriculum

Group job specific skills and tasks optimising on *basic skills** embedded in the tasks and common work procedures to provide a broad curriculum. Use a core of skills (such as in Appendix II or III) to provide a framework for curriculum analysis to ensure total skill coverage. Construct and include objectives for transfer in the curriculum.

4 Plan the Learning

Optimise practical and applied learning.
Arrange for theory, principles and concepts to be taught and learned alongside practice and application.
Link current learning with previous learning and arrange tasks according to similarity of elements, concept and principles.
Arrange for adequate practice periods to develop competence in a variety of situations.
Arrange for self organised learning.

* See *Basic skills* FEU, 1982

5 Involve the Students

Help students to become aware of different types of learning and conscious of their own learning styles. Use a range of teaching/learning methods appropriately. Motivation and possibly the potential for transfer increases:
when the student knows that which is to be learned and has been a party to setting the objectives;
when the student has some influence over the pace and style of learning;
when the learning is experienced through a relevant focus;
when the student knows why something is being learned, its application and is able to apply that which has been mastered in a number of circumstances;
when the student is aware of his/her own progress and competence and has a record of that.

6 Raise Student's Awareness

Discuss with students the need for adaptability.
Illustrate the similar skills demands across training routes and occupations.
Ask students (or observe) what skills they already have that might have applicability to the current course (transfer *in*).
Explain the range of skills available to be learned on the course and their potential applicability (transfer *out*).
Organise individual/group reflective periods at the end of task/session/day.
Discuss the utility of skills acquired.

7 Assess Transfer

Criteria for assessing skill transfer could include the learner's ability to:
demonstrate immediate competence (a prerequisite to skill transfer);
perform the same task in a number of different circumstances; (examples: on work experience, under pressure of time, with distractions);
perform similar but different tasks satisfactorily;
organise work efficiently with little prompting and check own work against known standards;
identify and respond to faults/problems efficiently;
use learner self-assessment techniques;
use individual records and engage in formative profiling.

contribute to the tasks and purpose of a job. As skills develop and they become more confident they should be encouraged to take responsibility for certain areas of work not the least for planning organisation and control of their day to day activities. But life is greater than work and whilst for many young people, the new world of work may be their preoccupation, it is a responsibility of education to help prepare them for roles additional to this. Parenthood, participation in the community, leisure and health, etc. should be seen to be complementary to employment as a worker. The CPVE core in Appendix III should be helpful in this respect. Opportunities should, therefore, be created for trainees to develop personal effectiveness by giving them freedom of action, getting them to reflect about work and other roles, solve problems, plan, and find out for themselves.

Implications for FE

116. Colleges would argue that they have customarily provided the setting and staff which encouraged and enhanced personal effectiveness and the overall personal development of individuals. In *Profiles in action** some principles are suggested for handling the assessment of personal qualities. One important principle is the involvement of the young person in any assessment of their personal qualities. Participation by trainees in assessment and learning generally, offers better prospects for trainee motivation, but trainees may need to be weaned gradually towards this and teachers will need to exercise judgement in introducing learning styles new to trainees and perhaps themselves. Trainees may miss the regime of work and therefore it is important to present the college component in a purposeful planned manner, to organise sessions to meet attainable aims and so that trainees can see tangible outcomes. Often opportunities for learning and maturing exist which are not built on or taken advantage of, and this may be because teachers are conditioned or restricted to more formal less participative methods. A college policy in this area could help to enhance the FE role in this YTS outcome.

117. The FEU's *Evaluation of FE role in YTS* project report gives examples of assignments and group working

which build self-confidence and a sense of responsibility through contact with the public, handling money, expensive equipment, animals etc. and suggests:

"the common element is the critical development of a climate characterised by respect and trust and an empathic approach by the teacher".

This approach was found by the researchers to be most evident on a number of courses for low achievers, those with moderate learning difficulties etc. Many of these courses being designed around the concept of personal effectiveness, and the skills acquired were readily transferable. Maturation took place even though academically the trainee would probably have difficulties.

118. The report goes on to say that it is difficult to attribute any improvement in trainee effectiveness exclusively to attendance at the FE college, but it would seem that attendance at college has influenced the personal effectiveness of YTS trainees and particularly helped the low achievers and mentally handicapped trainees. The most successful YTS seen in colleges were those groups and individual trainees who felt they had been treated as adults, where an atmosphere of trust and respect had been built up and the maturity of trainees was recognised by tutors. Some of the trainee groups presenting the most problems and difficulties were those who could not see the relevance of off-the-job training, who perhaps were in substandard accommodation and who were treated differently to other students.

**Profiles in action* FEU, 1985, Section 3, A Profile of Personal Qualities identifies personal qualities that could be brought into the curriculum, examines how these can be recorded and argues the case for including such qualities when profiling.

SECTION FOUR

INTEGRATION

Introduction

119. Lack of integration has been a major failing and the aspect most criticised in the initial year of YTS. The revised MSC framework is intended to stress the need for closer integration between on and off-the-job providers, see figure 1 page 5. Teachers have become increasingly aware of the benefits to young people of their closer involvement in the learning process via negotiation, profiling, review and assessment, and more recently with the heightened interest in teaching for transfer and skill ownership as described in Section Three of this document. Other curriculum changes involving reordering of syllabus content, movement away from single subject treatment towards, for example, cross modular assignments have all led to a review and questioning of method and to a heightened awareness of the need for better integration. The advantages to some young people of broad based training (as described in paragraph 84) is recognised despite much resistance and reluctance to accept this philosophy by parents, industry, and even the young people themselves. What is acknowledged, and quite rightly seen as important by all concerned with YTS, is the integration of on and off-the-job training (as mentioned above) and the need for integrating content within and across the various elements, between providers, and irrespective of the location where the education/training takes place. This section explores these aspects of integration which, if implemented in the right way, should bring about effective programmes for young people which develop useful and relevant foundation skills, knowledge and personal effectiveness. New forms of certification will ensure in future that these attainments are described in a meaningful way for the benefit of trainees, future employers, trainers or the further education system. Integration deals with links and liaison, co-operation and the overall cohesiveness of YTS schemes which are locally devised within a national design, it covers:

Negotiation and Planning

The Design of Core Learning Opportunities

Certification

Review and Assessment

NEGOTIATION AND PLANNING

MSC CRITERIA—Whole-Hearted Co-operation

120. *A programme for action** predicted that "a scheme of this quality and scale will require the whole-hearted co-operation of many sections of the community – employers, trade unions, local authorities, local education authorities, voluntary bodies and not the least the trainees themselves". At local level YTS has posed new problems for the management of colleges, not least in the requirement to operate in negotiation with an outside Managing Agent and its constituent partners in the Scheme. It has involved staff (including part-timers) at all levels in different organisational relationships and in some cases has involved staff in new tutoring and teaching styles with a new clientele.

Educational Issues

121. Negotiation can therefore be seen as occurring in three different dimensions:

Management Negotiation concerned mainly with external relationships between designated co-ordinators managing agents and others to ensure effective joint planning and integration of YTS in design and practice.

Organisational Negotiation mainly concerning an effective internal communication and organisational structure with defined roles and responsibilities to monitor control and evaluate the delivery of the off-the-job education and training.

Supportive Negotiation which is concerned with the negotiation of learning opportunities with trainees.

Management Negotiation

122. The dilemma for FE in the first year of YTS was an absence of firm policy and directives, uncertainty about recruitment/selection and insufficient lead time to plan. Many of the early demands made by Managing Agents were found subsequently to be unrealistic, Secondary

* *NTI: a programme for action* HMSO, 1981.

planning and revised arrangements for the YTS had to be developed by colleges at very short notice to accommodate reduced intakes. It was hardly surprising in such circumstances that college management found they had insufficient time to negotiate effectively with other agencies and become more actively involved in planning YTS schemes with Managing Agents. The MSC Review Group* recognised this problem and recommended changing the timetable for future planning to allow managing agents and sponsors a longer period of time to prepare their programme and have a clear knowledge of what is requested and what resources are available.

Organisational Negotiation

123. Colleges responded to the demands of YTS in a variety of ways, the three most common being:

- (i) YTS 'bolted on' to the existing structure, with little central co-ordination and departments developing their own policy and procedures;
- (ii) a YTS co-ordinator appointed at various levels and statuses with special responsibility for programme design and liaison with other agencies;
- (iii) YTS located in a special unit or separate department of vocational preparation.

It is clearly impossible to recommend any particular model, given the variation of colleges and their environment. However, the FEU Evaluation Survey suggests that for the colleges investigated the following organisational arrangements were helpful:

- (a) overall responsibility was assumed by a member of senior management with an executive role;
- (b) inter-departmental committees existed to ensure that all relevant departments were involved with YTS initiatives and planning;
- (c) the duties of the college co-ordinators were clearly defined;

- (d) there was a distinction between the supervision of the many routine tasks of YTS and the college contact point generally, two separate people would perform these tasks;
- (e) where a college had arranged to conduct its own Mode A scheme, a member of staff other than the college co-ordinator was responsible for managing the scheme;
- (f) the relevant administrative, clerical and technical staff at the college should be fully involved in the YTS;
- (g) YTS activity involved, as appropriate, as broad a range of staff as possible.

Supportive Negotiation

124. The FEU college-based self evaluation survey* showed that just as negotiation of the YTS programme has so far generally failed to involve the college so it has failed also to involve the trainee. A large number of the YTS schemes surveyed did not take account of trainees' ability and aspirations. The FEU Evaluation study further found that in the first year of YTS, many trainees were allocated by Managing Agents to inappropriate courses. Trainees arriving for induction at colleges had obviously not been assessed and counselled with respect to their individual ability and wishes. Obviously some trainees have clear perceptions and are better able to negotiate their learning agenda, others, particularly low achievers and the less able may have difficulty in articulating their needs and will look to staff to advise them. Yet hopefully, through the processes of trainee centred reviewing and project based teaching they can gain in knowledge and maturity throughout the programme, accept the principle of negotiation and develop skills of self advocacy. Providing a choice of project assignments is often a useful starting point for the process of negotiating learning opportunities with trainees**. Other activities which provide good opportunities for negotiation include:

*Running in parallel with the main Evaluation of YTS research project. FEU invited some colleges to undertake their own self evaluation.

**Negotiation, FEU publication forthcoming.

* Youth training scheme review MSC, 1984.

- (i) self managed group projects aimed at raising money for charity or providing some community benefit;
- (ii) enquiry projects, such as surveys of local environmental conditions or social needs, in which the group must work out its collective organisation;
- (iii) using college facilities for open learning in conditions requiring some sharing or ordering of priorities;
- (iv) appropriate work based projects organised by employers.

Implications for FE

125. The YTS curriculum framework is not itself negotiable. But individual trainees' learning assignments, and the resources and methods with which they approach them, may well be negotiable. The idea of supportive negotiation refers to ways in which anyone in a tutoring role – supervisor, off-the-job trainer, college teacher – creates time and the opportunity for the trainee to determine what he/she may be expected to learn, and under what conditions. The first point at which this opportunity arises is in the diagnostic initial assessment interview. This establishes a structured conversation, organised around the trainee's keeping of the logbook or record of achievement, which steadily expands the opportunities available for the trainee to identify new (or repeated) learning experiences which he/she wants to tackle. Trainee centred reviewing of progress (TCR) should be undertaken at least monthly by college or other off-the-job providers, in collaboration with the managing agent or sponsor. Conducted properly, the trainee centred review conversation will always lead to a discussion of learning activities which the trainee has come to identify as something worthwhile. The discussion will therefore take the form of a true negotiation in which the trainee asks for something extra from the trainer. This is an opportunity for the person in the tutoring role to review two sides of the curriculum in operation. On the provider side, the tutor must consider whether the additional activities suggested can be sensibly and efficiently made available, and if so, how different

providers might collaborate to ensure that they are made available for *this* trainee. On the trainee side, there is an opportunity to enable the learner to set new targets for his/her learning in connection with the proposed new activities, and to agree ways of measuring and monitoring these. This approach to 'contract-based' learning is rather different from that employed by corrective and rehabilitative social skills trainers, in that the initiative for expanding the training programme should come from the trainee, and is likely to reflect personal aspirations more than social norms. Of course the tutor will have more power in TCR negotiations than the trainee; but it is important that the trainee be allowed as much autonomy and influence as the providing agency can manage, so that genuine negotiation can take place.

126. The individual assessment and review conversation is only one of many opportunities for negotiation. The strategy of vocational preparation recommended by the FEU (see *Vocational preparation* 1981) implies that negotiation should take place *throughout* the training programme. If this is to be made a reality in YTS settings, two things must be done:

- (a) trainees must learn (through practical experience *and* through discussion or individual study) to appreciate the main characteristics of the *concept* 'negotiation', and the stages through which negotiations typically pass;
- (b) trainees must have *repeated* opportunities to engage in and observe different negotiations, as part of their YTS training experience.

There will often be substantial difficulties in achieving these desirable learning opportunities. The place of negotiation within the YTS curriculum is not clearly defined nor securely established. Some Managing Agents are not inclined to give negotiation an explicit place within their scheme. Many trainees will be anxious to meet the expectations of supervisors and trainers, without the added complication of negotiating aspects of these expectations and targets. On the other hand, there are many examples of good practice in YTS schemes where Managing Agents, sponsors and off-the-job trainers have encouraged supportive negotiation.

THE DESIGN OF CORE AREA LEARNING OPPORTUNITIES

MSC CRITERIA—Achievement of Learning Objectives

127. It is MSC's intention to provide further guidance on the learning objective within each core area supported by examples of work-based occupationally-related assignments. This may take some time and in the absence of any immediate guidance, colleges are advised to adopt an approach to the design of course learning opportunities, based on the CPVE core aims as listed in Appendix III.

A Minimum Core Check-list

128. A case has been made elsewhere in this document (see paragraph 93) for the complete CPVE core to be used as a check-list for the whole of YTS; as it contains suggestions regarding content, processes, experiences and values related to all of the YTS design elements. However, because YTS is primarily a work-based scheme, the MSC are concerned to define core skills in terms of occupationally based assignments rather than in terms of generic aims and objectives. As such, colleges may have some difficulty in identifying a core to which they can relate. It is suggested that one resolution of this apparent mismatch is for both colleges and employers to check each trainee against a *minimum core check-list*, such as suggested opposite. It can be reproduced on a single piece of paper. It is no doubt capable of improvement and, it will if necessary be further revised. It has been derived from a variety of existing schemes including CPVE.

Educational Issues

129. The use of this minimum core as a check-list is not, hopefully, to be interpreted as an outcome of reductionism – rather as a common basis of negotiation between all concerned; colleges/employers/trainees. Used as a check-list it avoids defining *where* the learning should take place or *who* should provide it. Generally, however, we would hope that colleges would offer to provide for each trainee that learning necessary to remedy

any deficiencies identified. Similarly, we would hope that colleges would offer to provide for each trainee, a range of additional learning opportunities, such as discussed in paragraph 42, according to the trainees' level of achievement, identified by the checking process.

130. The FEU check-list is generic in nature. It describes competencies without putting them into specific occupational contexts. Tutors and trainers are expected to analyse their curricula and programmes to see whether the tasks and assignments they set, adequately cover the range of competencies designed in the list. There is a psychological basis for developing transferable abilities through a generalised check-list and this is discussed in another FEU publication*. The MSC quick reference list of core skills shown in Appendix II covers a similar range of skills but these are put into a more specific occupational context than those shown in the FEU list. An evaluation of the relative merits of each list is not necessarily productive: teachers and trainers will, for a variety of reasons, prefer one to the other. What we suggest is that discussions between colleges and employers on how skills on both lists can be 'delivered' to young people on particular schemes, should be productive. It should also help bridge the gaps between 'education' and 'training' and assist in integrating on and off-the-job training.

Implications for FE

131. Some colleges have experimented with making core skills areas the subject of 'learning contracts' with trainees and in these cases a trainee may choose to pursue a number of topics from a list of options. When this arrangement is linked to a project-based approach it is likely to be most successful. The FEU evaluation study found that most colleges' attempts to teach the YTS core successfully and to develop the means of integrating the basic skills with vocational work are generally at an early stage. Some colleges have established working groups to examine these problems.

132. The more complete core described in Appendix III should not however, be ignored. For example problem solving should not be exclusively regarded only as a high-

* Ability learning FEU, 1984

**A SUGGESTED
MINIMUM YTS CORE CHECKLIST**

CAN THE TRAINEE ???

1. NUMERACY

- 1.1 Add, subtract, multiply and divide whole numbers, basic fractions and basic decimals.
- 1.2 Decide when to use calculators, tables, pencil and paper or mental arithmetic.
- 1.3 Interpret place value.
- 1.4 Convert fractions to decimals and vice versa.
- 1.5 Use standard units of measurement, read graduated scales, and make approximate conversions between imperial and metric units.
- 1.6 Read the 24-hour clock, and train/bus timetables. Make estimations of time.
- 1.7 Interpret and use tables of figures.
- 1.8 Make approximations and estimations, and assess the accuracy of results obtained by a calculator.
- 1.9 Apply and interpret ratio and proportion.
- 1.10 Calculate averages and percentages.
- 1.11 Make elementary algebraic substitutions.
- 1.12 Describe the properties of common shapes, and measure angles.
- 1.13 Make calculations and estimations of perimeter, area and volume of right-angled figures, circles and cylinders.
- 1.14 Interpret and present graphs, charts and maps, choosing an appropriate form for their purpose.
- 1.15 Appreciate perspective.

2. COMMUNICATION

- 2.1 Read and understand data in a wide variety of forms and identify the points of a given text relevant to a particular purpose.
- 2.2 Be able to read and understand written questions and requests.
- 2.3 Be able to distinguish fact from opinion, identify emotive and ambiguous statements, and identify instances where expert advice is relevant to a matter of opinion.
- 2.4 Find and use information from a variety of given sources, including electronic information sources.
- 2.5 Listen to, and understand information and requests given orally.
- 2.6 Be able to communicate competently in written form; organise content, write effectively and with observation of the conventions of legibility, spelling, punctuation and grammar.
- 2.7 Explain and describe events, processes and opinions sensibly and clearly in writing.
- 2.8 Make notes for own use.
- 2.9 Be able to express tabular or graphic data in written form

or vice versa.

- 2.10 Fill in forms correctly.
- 2.11 Speak audibly and give clear verbal explanations of processes/opinions/events to a variety of audiences.
- 2.12 Make a disciplined contribution to group discussion.
- 2.13 Use the telephone effectively.
- 2.14 Experience and practice various kinds of verbal encounter, and evaluate their own strengths and weaknesses.
- 2.15 Experience membership of, and practise communication in, a variety of groups.
- 2.16 Experience various roles in these groups.
- 2.17 Experience the communication requirements of certain jobs and evaluate their reactions to them, and their ability to learn.
- 2.18 Participate in planning and creating an example of a particular form of communication, matching the form to the purpose.
- 2.19 Critically appraise examples in a medium of communication with which they have experience.

3. PROBLEM SOLVING/PLANNING

- 3.1 Produce alternative solutions or explanations to given problems.
- 3.2 Identify what evidence would support a statement or a guess, and what would cast doubt on it.
- 3.3 Consider or eliminate alternatives, in a systematic way.
- 3.4 Generalise as appropriate from previous experience or data.

4. COMPUTER LITERACY/IT

- 4.1 Recognise various pieces of computer/IT hardware.
- 4.2 Recall an appropriate computer-based vocabulary.
- 4.3 Use a terminal or micro-computer to run pre-prepared programmes, and to edit a document.
- 4.4 Use a commercial teletext or viewdata system.
- 4.5 Work with various computer assisted systems.
- 4.6 Recognise the limitation and potential of computer systems.

5. PRACTICAL SKILLS

- 5.1 Use a basic range of measuring instruments.
- 5.2 Use a variety of hand-tools, implements and basic power tools/implements.
- 5.3 Perform processes such as cutting, joining etc. on a range of basic materials.
- 5.4 Plan and perform processes such as assembling, dismantling, sorting etc.
- 5.5 Demonstrate an awareness of safety, hygiene and other environmental requirements appropriate to their occupational category.

level skill, neither should it be restricted solely to an educational context or to a specific training situation. Similarly, the requirements of computer literacy can go well beyond the minimum suggested*. Social skills and creativity are two other areas which should deliver to young people the process skills valued by employers. In designing learning to fulfil core skills, trainers and tutors need to do more than just set up assignments to evaluate an end-result, many process skills are not discernible in the end result. This is why a profile-type record of achievement is valuable. Success should be positively acknowledged rather than recording suggestions of (comparative) failure or non-achievement (see Section Four: Review and Assessment).

YTS and CPVE—a Comparison of Cores

133. There is now some commitment to the provision of CPVE within YTS and pilot courses examining this possibility are being developed. A comparison of YTS and CPVE 'cores' shows some differences which could be resolved in order to achieve more compatibility between schemes whilst preserving their distinct nature. The CPVE core list of aims is given in Appendix III** (taken from The Joint Board for Pre-Vocational Education Part B document of January 1985). A comparison of YTS and CPVE cores (Appendix II and III) shows some of the core aims and objectives to be congruent despite differences in language and vocabulary and the learning context. YTS is a work-based scheme with specific core skill objectives and assessment, whereas CPVE is education based*** with a significant common core related to broad education objectives and a range of vocational options.

134. Broad similarities occur in core areas:

YTS	CPVE
Number	Numeracy
Communication	Communication
Problem Solving	Problem Solving
Practical	Practical Skills

*See *Computer literacy* Second edition. Unit 1 *General guide* FEU, 1984.

**For profiling purposes JBPVE intend to produce a bank of descriptors which will relate to the outcomes in each of the 10 core areas.

***Both schemes are evolutionary and subject to redesign or modification. An extension of YTS into a second year and a part-time CPVE are examples of this.

Computer literacy/
information technology*
Communication –
working with people

Information technology
Social Skills

Inevitably there is overlap between areas, and, as mentioned in paragraph 127 the CPVE core exceeds the YTS core, notably in Personal and Career Development and Creative Development, but also in Industrial Social and Environmental Studies, and to some extent in Science and Technology. It should be recognised however that some 'missing' YTS objectives could well be achieved through other learning opportunities such as demonstrating personal effectiveness, occupational competencies and other YTS outcomes. Neither should the value of residential be overlooked in this respect (see paragraph 68).

135. Many of the CPVE aims have a different ideology to those of YTS, e.g. Industrial Social and Environmental Studies are in a broader context, and of course the time available and the emphasis and depth of coverage devoted to the CPVE core has yet to be established. Many of the YTS core objectives such as working with people require specific work-place experience and are closely related to occupational skills for example estimating and monitoring, recognising cost and value which may be under-represented in CPVE. Mutual discussion between colleges and employers will obviously be necessary before programmes can be designed which satisfy both CPVE and YTS criteria, but the above brief analysis indicates that the task is not impossible.

136. It will be seen that CPVE has adopted a smaller number of occupational categories than is suggested by the concept of Occupational Training Families (see paragraph 85). The model described in figure 3 (page 28) and paragraph 95 thus becomes as shown in figure 4 (page 44) when applied to CPVE, where students/trainees are expected to cover a combination of 'introductory', 'exploratory' and 'preparatory' vocational modules. For CPVE the model allows a variety of starting points, which should be amenable to a YTS/CPVE programme. For example, the time at which the CPVE components are covered will vary

*Computer literacy/information technology one of the five YTS core areas (see paragraph 98-99) is not included in Appendix II but is due for publication as a separate core skill in YTS Part II Document.

from scheme to scheme. Some CPVE content can obviously be learned on-the-job, but some attendance off-the-job in FE or elsewhere will surely be necessary to deliver the whole programme. Some young people may enter FE near the beginning of their scheme; their occupational experience may be negligible and their vocational commitment weak or confused. Starting from point **a**, with an emphasis on essential core skills but generally directed towards an appropriate CPVE category, may here be the best approach. At the other extreme, the college contribution may come at the end of the scheme. In this case the content and processes implied in the model will have to be covered from a learning perspective such as **d**, because the trainee, hopefully, will come to the college with a collection of occupationally – specific competencies and experiences and indeed may well be 'exempt' from some of the modules. Here the emphasis may well have to be on widening the perspective, increasing transferability and checking the trainee's possession of core skills both as an insurance against unemployment at the end of the scheme and as a basis for progression into further training/education. In many, if not most schemes, the FE contribution will occur after the trainee has obtained some work experience and occupational training. Here the learning perspective will probably be from that of **b**, or **c**, where a trainee's experience can be built on and developed in dimensions of both breadth and depth.

137. The core remains essential, and in practice it is necessary for its content to be integrated into the vocational studies; an increasingly specific occupational focus is adopted as the student/trainee progresses from introductory through exploratory to preparatory modules – the delivery of the programme should relate to individual starting points as indicated by **a**, **b**, **c**, **d**, as described in paragraph 136 above. Figure 4a (page 45) illustrates a possible route for one student/trainee progressing within a particular category of services to people. A student/trainee aspiring to work in a Residential Home for Senior Citizens may pursue one introductory module, two exploratory modules e.g. Health and Community Care and Hospitality, then select Accommodation Services and Care of the Elderly from a number of preparatory modules. For course design requirements and further details on the range of combinations available see the CPVE documents*. It

should be noted that the scheme is developmental and further clusters are in preparation.

Teaching materials and resources

138. YTS, CPVE and TVEI have in common the characteristics of a common core, vocational relevance and experiential learning – whether work or simulated. Many teachers and trainers may find themselves involved in a variety of vocational preparation schemes, working individually or as part of a team. Whatever the scale or combination of teachers involved it makes sound sense to pool teaching resources. If teaching materials are made generally and readily available for team use it is important that they are:

- (i) identified or labelled as appropriate for particular client groups or schemes;
- (ii) indexed or catalogued to show core coverage by scheme;
- (iii) cross referenced to show commonality of scheme usage;
- (iv) linked to other relevant support material, strategies and teaching method.

Long term benefits and time saving could ensue by utilising multi-purpose material, and a logical extension of this approach is to look to consortium solutions outside the college, and the use of TVEI, Local Authority and RCB resource centres. Visual aids and Library support in developing resource packs and providing an advisory service are also invaluable for tutors coping with additional pressures of negotiation, profiling, continuous assessment, tutoring, teaching for transfer etc. An FEU staff development publication* gives some useful strategies and examples of how teachers can deliver a core curriculum.

* The Certificate of Pre-Vocational Education Part A: The CPVE Framework and Criteria for Approval of Schemes. Part B: The Core Competencies and Vocational Module Specifications. JBPVE January 1985.

* Common core teaching and learning FEU January 1984.

Figure 4 Framework for Progression – CPVE

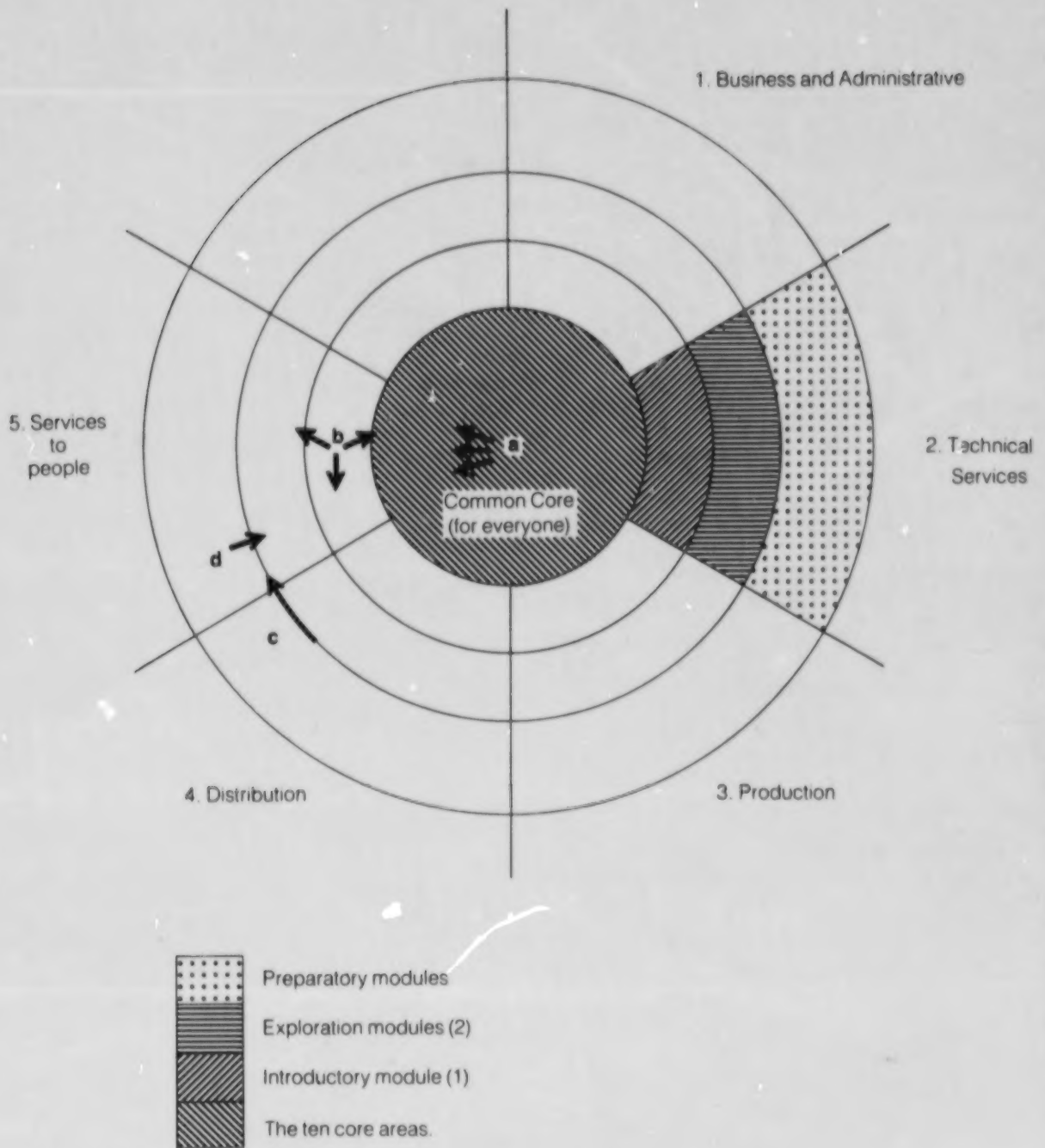
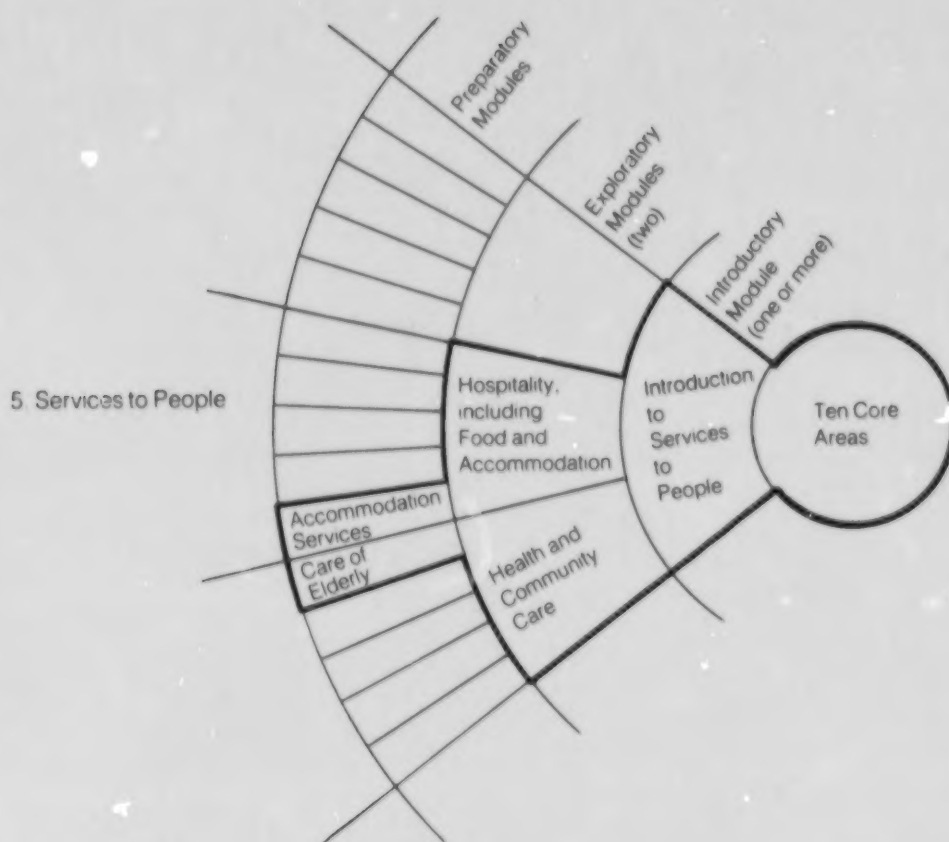


Figure 4a Examples of an Individual's Route in CPVE



CERTIFICATION

MSC CRITERIA—Certification Directly Related to the Four Outcomes

139. It is likely that for 1985/6 MSC will introduce a new three part certification which will comprise:

- Part 1. A summary statement of achievement, a short (one page) record;
- Part 2. The Record of Achievement which focuses on the four outcomes of YTS;
- Part 3. The Training Plan (one page).

figure 1 on page 5 illustrates this.

Educational Issues

140. Because log books have been little used or neglected as a review instrument by trainees and trainers, MSC propose a revised version to be tested by pilot schemes which will be adopting the revised design framework in 1984-5. This pilot YTS focuses on the four outcomes by recording tasks/activities performed, identifying the core skills group associated with the task and providing space to record 'personal effectiveness' see page opposite. A separate section of the record allows for entries on the 'ability of trainees to transfer skills and knowledge to new situations', see overleaf.

Implications for FE

141. It is unfortunate that the recording of transfer cannot be included on the same page as the record of tasks, core skill and personal effectiveness, even if this means departing from the A5 size format. However any improvement in the use of records is to the advantage of teachers who can note and discuss with trainees what they have covered and achieved during on-the-job training, thus aiding review and encouraging integration.

REVIEW AND ASSESSMENT

MSC CRITERIA—a Foundation for Progression

142. The *Youth task group report** emphasises

"That each young person on the scheme should secure a record of achievement which must be recognised by employers and others and act as a foundation for progression to work, continued training or relevant further education. To facilitate this and the achievement of other objectives, standards must be established and model schemes promulgated."

It is now a mandatory requirement that Managing Agents/Sponsors ensure a systematic review and recording of trainees progress throughout each element of the scheme, and their scheme proposals must indicate:

- (i) how the reviewing and recording process links with the training contents;
- (ii) who will be responsible for reviewing and recording;
- (iii) when review and recording will take place.

Educational Issues

FEU View

143. In a programme which combines work-based with off-the-job experience it is likely that different members of staff will have to record, and perhaps review, different experiences in isolation from their colleagues. However, it is important for all to understand that for a young person to perceive the integrated nature of a programme, and for the acquisition of core skills across the range of experiences to be recognised by that young person, the activities of all staff must somehow be co-ordinated. The recording and reviewing of a young person's achievements must represent a comprehensive and coherent view, not a fragmented and unbalanced set of occurrences. Experiences to date shows that it may be

*MSC, 1982 paragraph 4.11.

JOB/PLACEMENT/COURSE Clerical Assistant

ORGANISATION John Smith and Sons

(c) INITIAL TO ENDORSE THAT THE STANDARD HAS BEEN ACHIEVED BY THE TRAINEE

(d) THE TRAINEE MUST INITIAL TO SHOW THAT HE/SHE HAS NOTED THAT ACHIEVEMENT HAS BEEN RECORDED

2

CORE SKILL GROUP

1

TASK/ACTIVITIES PERFORMED	Standard Achieved	Supervisors Initials and Date	Trainees Initials and Date
1) Processing incoming mail	Company Standard	LH 19/9	SS 19/9
2) Operating a photocopier	Manufacturers Standard	LH 25/9	SS 25/9
3) Receiving telephone enquiries	Supervisors Standard	LH 25/9	SS 25/9

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
OPERATING WITH NUMBERS														
WORKING FROM NUMERICAL AND RELATED INFORMATION														
ESTIMATING														
MEASURING AND MARKING OUT														
RECOGNISING COST AND VALUE														
FINDING OUT AND INTERPRETING INFORMATION														
PROVIDING INFORMATION														
WORKING WITH PEOPLE														
PLANNING														
DECISION MAKING														
MONITORING														
PREPARATION														
CARRYING OUT														
FINISHING OFF														
NUMBER														
COMMUNICATION														
PROBLEM SOLVING														
PRACTICAL														

4

PERSONAL EFFECTIVENESS

Dealt effectively with customer returning damaged goods (20/9)

(a) ENTER BRIEF STATEMENT ON TASK PERFORMED BY TRAINEE

(b) ENTER STANDARDS OF PERFORMANCE AGAINST WHICH ACHIEVEMENT WAS ASSESSED. IN THE ABSENCE OF PRESCRIBED STANDARD WRITE 'SUPERVISORS STANDARD'

ADDITIONAL COMMENTS

(f) ONLY USE FOR RECORDING ACHIEVEMENTS NOT COVERED ELSEWHERE

(e) INDICATE THE MOST SIGNIFICANT CORE SKILLS IN THE TASK, AS SHOWN

Example Page

3

ABILITY TO TRANSFER SKILLS AND KNOWLEDGE TO NEW SITUATIONS

a) New Situation Task/Activity/Job/Placement	b) Previous Experience In similar Task/Activity /Job/Placement	ASSESSMENT	
		c) Direct Assessment Ease/difficulty/speed in achieving competence in (a)	d) Indirect Assessment Methods used to find out about and tackle (a)
1) Works as a trainee sales assistant in Radio and 'T.V.' Dept. (Department Store)	Worked as a trainee sales assistant on kitchen equipment (Department Store)	Quickly learned departmental routines and sources of product information. Handled simple customer requirements without difficulty. Became competent in most aspects of the job in a shorter time than the average employee.	Asks many intelligent questions. Not afraid to ask when she did not know. Found out what information and brochures were available.
2) Wiring a circuit board	Previous training in wiring room	Could follow job specification and achieved a competent standard without difficulty. Took about twice the expected production time.	Checked details of job specification without assistance. Asked about location of certain parts.
3) Moved to mailing room for 2 weeks during holiday period.	General office duties	Had some difficulty sorting mail accurately. Showed some evidence of office procedures.	Asked a few questions and showed willingness to learn

possible to achieve more consistency of recording by the off-the-job tutors if they are involved in visiting trainees during work experience and especially if trainers and teachers meet for assessment and for programme review and development. The trainee log-book, in theory, accessible to on-the-job and off-the-job tutors did not in practice lead to integration of assessment. MSC seek to improve this deficiency by introducing a Record of Achievement which provides a continuous record of what the trainee can do and which the trainee can produce as evidence of achievement on leaving the scheme. This Part 2 certificate will be piloted in 1984/5, it focuses on the four outcomes of YTS.

144. The MSC reviewing process should enable a variety of experiences and achievements to be recorded and trainees completing the Youth Training Scheme will receive certification comprising different sections. MSC will continue to give instructions and guidance to Sponsors on certification details such as how training is verified both during planned work experience and off-the-job training/education. The Managing Agent is responsible for providing suitable documentation designed to facilitate the recording and reviewing of trainees progress within a particular scheme. All young people should be entitled to receive a YTS certificate regardless of how long their YTS programme lasted.* Their certification should provide a unique profile of their experience and progress within the OTF's in which they are trained. It is hoped that colleges who are participating in the scheme will be able to assist employers in the construction of a profile. Colleges involved in providing off-the-job training/education and core-skills should be able to provide at least their share of a profile for each trainee. CGLI, RSA, and BTEC are now using 17+ curricular profiles and the CPVE profile may be a common focus. Many YTS schemes are capable of including these curricula and the profiles/certification associated with them could be used by colleges as a basis for development and negotiation with a Managing Agent.

Records of Achievement and Profiles

145. Both MSC and FEU acknowledge the differences in

*The only change to the mandatory criteria for 1985 is that for trainees who leave any individual YTS programme having completed less than 12 weeks in YTS, as a whole, Managing Agents/Sponsors need not provide a completed YTS Certificate. However, where a Certificate is not issued a Statement of Attendance must be provided instead.

vocabulary that exist but suggest that:

"The 'document of progress' as mentioned in the White Paper [NTI: a programme for action HMSO, 1981,] the 'portfolio' of assessment as described in MSC's NTI: an agenda for action or the 'student profile' as described in FEU's *Vocational preparation* are all basically the same thing and in time it should be possible to work toward some uniformity."

Whether a profile subsumes a record of achievement or vice versa, is perhaps not so much a matter of principle but of design. It is possible to have a student/trainee record in the form of a comprehensive log or diary spanning activities over several months, and several types of schemes include this feature. Sensitively monitored by a tutor, trainer or supervisor – the construction and discussion of that record is for both 'teacher' and 'learner', a valuable exercise. To what extent it is used by careers officers or potential employers will depend not only on its content format and bulk, but also on the pressures under which the reader is working. As a basis for discussion whilst interviewing the diary or log book has probably no equal; as a basis for initial screening in a highly competitive labour market, it is less likely to be used. Conversely, student/trainee records comprising a single progress sheet or a short report may well be amenable to a summary assessment after discussion and as such could be a valid contribution to a profile.

146. Profiles then, are records of assessment constructed by tutor/s involving a measure of student/trainee participation**, hopefully accompanied by counselling and guidance. Counselling, guidance and assessment is unified as a single curricular element in FEU terms. Assessment and reviewing progress is a necessary task (see *Tutoring* FEU, 1982) of the tutor, it can be used not only to build up a profile and offer feedback to the trainee but as a very important medium for general vigilance, and thus the provision of guidance and support throughout the scheme. A profile is an open document meant for public consumption; it should not be a confidential report; profiles should be comparable but not competitive; they can record a wide range of knowledge, skills and experience which cannot be aggregated (conflated into a single

*NTI MSC/FEU Joint Statement No. 1, 1982 paragraph 5.

**See *Profiles* FEU, 1982 and *Profiles in action* FEU, 1984.

grade). This preserves the strengths of individual achievements in the separate elements assessed.

147. The quality of a profile is related both to quality of the scheme content and of the individual assessments. "A poor quality curriculum in terms of content, design, or implementation is not likely to produce a useful profile, however accurate the assessments appear to be. Similarly, poor quality assessments based on well designed curricula are also unlikely to produce worthwhile profiles."

Trainee Centred Reviewing

148. The joint trainer-trainee appraisal opportunity mentioned above is a procedure by which trainees can review and assess their own learning needs and progress. This can be done in a combination of ways: in discussion with tutors and work-experience supervisors, and by the keeping and reviewing of student/tutor contracts, diaries, log books and progress sheets. This form of reviewing can be undertaken throughout the programme and/or particularly used to monitor induction, work experience and a residential experience. In *Profiles* we point out that:

"Because Trainee Centred Reviewing (TCR) is essentially open-ended, and because profiling works towards a pre-structured document, they have in the past been regarded as potentially conflicting. It is our view, and that of CCDU, that they are essentially complementary. It has always been intended by FEU that profiles were to be both a formative and summative record; formative in that they are built up progressively over a period, with the active participation of the learner, and as a way of monitoring progress through an agreed curriculum; summative in that they provide a record of attainment which is available to employers and future scheme providers, so assisting the progression of the young person."

Evidence of Achievement

149. The role of the education sector in recording and reviewing in YTS will be determined by the Managing Agent in a particular locality, and will vary from scheme to

scheme. The logbook and training diary, profile and other records, such as personal interest record, can be used as evidence of achievement by young people seeking progression. The accreditation and valuation of the profile/certificate etc. will inevitably be by the 'consumer'. Employers will naturally be concerned with those skills, abilities and experiences acquired by each trainee relevant to their occupational needs; and it is to be hoped they will concentrate on what the trainee has done rather than on generalised and stereotyped 'levels' of attainment which all too often obscure particular strengths as well as weaknesses. Trainers, tutors and examining/validating bodies have a similar obligation to analyse in some detail the positive aspects of each profile. Entry to programmes of further training and education should, like employment, relate more specifically to what the particular trainee has done rather than to generalised and stereotyped 'levels' of norm-references achievement. Thus the right to credit or evaluate a profile/certificate carries with it the responsibility to describe accreditation/evaluatory criteria in a vocabulary that is specific and supportive rather than general and punitive. There is, however, some evidence that work experience providers are not making any entry in the trainee's logbooks or diary, there is in many cases no written record by supervisors and instructors about the trainee's progress, abilities and achievements. Similarly there is hardly any evidence of separate assessment in the core areas and recording of progress in the core areas is rarely done."

Implications for FE

Three Inter-Related stages of Assessment

150. We have above briefly reviewed the processes by which reviews of progress achievement are carried out and recorded. Relating these to assessment we can perceive three inter-related stages:

- (i) *Diagnostic assessment*
formal and/or informal at initial selection, during induction, and at other 'decision stages' throughout a programme. Ideally used together with the trainee to devise their own programme (see paragraph 55);

* *Evaluation of YTS Content* MSC Training Division Report, 1984.

(ii) *Continuous assessment*

takes place throughout the programme;
incorporating the recommended periodic review* a
logbook/diary with a profile recording facility;

(iii) *Summative assessment and certification*

on programme completion a profile of final
'performance', to include certification; including
exemptions relative to further progression and
access into further/other programmes or elements of
FE.

All this means that, with respect to YTS trainees,
employers, examining boards, colleges etc., should relate
their requirements to the 'output' criteria and learning
opportunities offered by YTS, other than solely to 16-18
qualifications. YTS is supposed to be about improving and
widening opportunity through increased flexibility. Much
of this document has been concerned with supporting the
input to YTS to bring about this flexibility. It would be ironic
if no such move towards creating a more flexible approach
in terms of YTS output was made by the consumers.

*Reviewing and recording of progress/achievement YTS Guideline
No. 9, 1982

SECTION FIVE

EVALUATION

Introduction

151. The variety of YTS, the unpredictability of demand and the continual change associated with the scheme has presented FE with planning and design problems, particularly in these early years of operation. This state of uncertainty has not helped colleges co-operating with Managing Agents and others locally. We have mentioned elsewhere that some colleges have been flexible and innovative in their response to YTS, and where local Managing Agents have been supportive rather than prescriptive this combination has led to a preferred situation for scheme development and the possibility of better training and education opportunities for young people. FEU is anxious to encourage the education service to further develop YTS and sees evaluation and review as an important element of curriculum development. Continued evaluation is vital to improve the quality of the scheme, and the identification of staff development needs is closely linked to the self-evaluation process. Our own evaluation of YTS, identified the need for staff development in areas such as counselling and guidance, integration of core skills, recording and assessment, trainee motivation, development of work based assignments, and liaison and communication with other agencies. This section covers:

Scheme Evaluation

Staff Development

SCHEME EVALUATION

MSC CRITERIA—Quality Assurance

152. An Advisory Group on Content and Standards advises the Youth Training board on matters relating to criteria, standards, records and profiles, on learning processes within schemes, and on programmes of in-service training and development. The intention is also to promulgate model schemes for the benefit of Sponsors. Quality assurance is regarded by the MSC as a key to the success of the new scheme*. This now extends to the approval of Managing Agents, assistance in establishing and maintaining standards and the evaluation of the

performance of such agencies. The importance of in-service training and refresher training of supervisors, line managers and instructors, further education staff and other education and youth service tutors is also recognised.

Educational Issues

Type of Evaluation

153. Evaluation of YTS programmes and opportunities may be conducted by outside agencies (academic researchers, quality assurance service inspectors), by colleagues within a local network (staff of managing agencies, major sponsors, education and training providers), or by internal team members (some of all of the teaching staff of a college 'voc prep' team for example). This variety of possible evaluators is paralleled by variations of evaluation purposes. Outsiders may want to appraise the possibilities for achieving common standards of training quality nationally, or to promote such standards. Network peers may exchange view of operating problems and analyses of particular training processes in order to find ways to foster curriculum development and staff development. Internal valuations may provide opportunities for team members to make judgements about each other's current performance and review their unit's aims, methods and organisation. Some suggested approaches are:

- (i) evaluation conducted by outside monitoring agencies;
- (ii) network evaluation;
- (iii) self-evaluation.

Evaluation by Outside Agencies

154. External evaluation may be summative, producing a final judgement on aspects of unit performance; or formative, producing provisional suggestions for development and indicators of performance. It may be based on 'hard data' such as trainee assessment scores of special trainees test results; or on 'soft data' such as expert observers' impressions and appraisals. It may

* Youth task group report MSC. 1982 paragraphs 5.21-5.24

focus on the delivery of training benefits which are inherent to the curriculum, or extrinsic effects such as job-placement or later earnings. YTS is likely to emphasise the 'hard data' aspect of trainee learning and later achievement, partly because objective testing may be a feature of NTI and partly because there is pressure on YTS training to prove its effectiveness in comparison with established institutional provision in the colleges and occupational training schemes. The Quality Assurance Service may well select particular assessment tests and follow-up survey indicators especially relevant to its interests in core skills or occupational family skills learning. It can be expected that MSC will be the major funder of outside evaluations, and as the client will direct contracting evaluators towards policy-relevant issues and evaluation strategies. Colleges and other YTS providers may have reservations when approached by outside agencies asking them to play host to an evaluating team. Even routine monitoring by MSC or Managing Agent may provoke resentment if there is no prior agreement on procedures.

155. Seriously planned and mounted evaluation activities by outsiders should be welcomed by educators involved in YTS when these conditions are met:

- (a) all staff involved are consulted and the consent of the team obtained for visits, testing or observations;
- (b) the identities of organisations and individuals are not publicised without permission;
- (c) trainee assessment grades or profile statements are not used in ways which would be prejudicial to the development of special types of YTS provision e.g., recruiting high proportions of disadvantaged trainees (i.e. appropriate allowances must be made for intake and neighbourhood characteristics in any quantitative analysis);
- (d) providers' staff teams should have the right to suggest additional topics and methods for the evaluation, and negotiate with evaluators ways of including some of these.

MSC and other agencies commissioning evaluation studies may want to inspect reports of some recommended model studies before negotiating

arrangements for national or local investigations aimed at monitoring aspects of YTS performance.

Network Evaluation

156. An important feature of YOP was the emergence of local and national networks of sponsors and providers, including consortia of colleges and interest groups within professional associations. Under YTS arrangements there are additional opportunities for joint review and planning of provision by groups of agencies, including multi-agency mixes. Managing Agencies are required to take steps to monitor and promote quality standards, and may decide to involve groups of providers in their efforts to do this. All these considerations emphasise the advantages of collaborative evaluation by networks of providers undertaking similar YTS work. In LEA's such evaluation might be linked with the consortia of colleges involved in shared staff development activities.

Self Evaluation by YTS Providers

157. Self evaluation is the institutional equivalent of Trainee Centred Reviewing. It begins and ends in dialogue between staff team members, trainees, and possibly sponsor or authority management. The purposes of self evaluation often include:

- to clarify unit aims and set them in priority order;
- to identify and construct indicators of successful performance over specified time-periods;
- to identify indicators for comparison between YTS work in the unit, in other units, and other work with 16-17's;
- to give consideration to contextual features of provision which influence results, and make allowance for these in appraisals of performance;
- to discover how different elements of training/education interact so as to reinforce, suppress or deflect their effects, and how such interactions can be altered;

- to motivate staff members to review individual performance and identify desirable changes in their strategies or methods;
- to provide an analytical framework within which to discuss future changes in aims methods and organisation of the unit.

Self-evaluation is likely to use unit-designed assessment instruments for trainee progress monitoring and recording, perhaps adapted from one of the available models of TCR. It might also employ observation, staff logbooks, trainee follow-up questionnaires and recorded group discussion to generate material for analysis. All these take considerable time and energy on the part of busy staff members, it is important that all staff should feel broadly sympathetic to the purpose of unit-based evaluation, even if some 'volunteers' undertake most of the practical work in designing and distributing instruments. The FEU is keen to promote and support self evaluation by colleges and it hopes soon to give further guidance on the processes of self evaluation.

An Evaluation Check-List

158. LEA advisers, college managers, co-ordinators and tutors may find the following check-list of questions an appropriate basis for YTS evaluation. It is derived from the main issues discussed in this document.

Section One in introducing the three objectives of NTI, raises questions as to what extent the institution has involved new client groups; has been able to achieve an integrated YTS relevant to the new design.

QUESTIONS:

1. To what extent has the college taken on new client groups, and to what extent is it relating to vocational preparation and other first year courses?
2. To what extent has the college been involved in the planning of the overall programme?
3. To what extent has the college re-organised to meet the needs of YTS and achieved effective scheme integration?

4. Will the college be able to fulfil the aims of YTS within the revised design framework?
5. To what extent is the LEA and college looking beyond NTI objective 2?

Section Two discusses the inputs of the new design. The inputs are planned work experience, now more strongly linked with off-the-job training; and the training processes of induction, initial assessment, participative learning and guidance/reviewing. The new design focuses the scheme towards four outcomes within a framework specified by the inputs.

Planned Work Experience/On-the-Job Training (paragraphs 25-36) examines the extent to which off-the-job tutors have been involved with on-the-job training, and the extent to which they recognise and relate to the work experience of the trainees in their off-job tutoring.

QUESTIONS:

6. To what extent are the college staff consulted or involved with planning on-the-job training?
7. How does the college perceive and use work experience by
 - (i) relating it to off-the-job learning
 - (ii) using it as part of an individual's pattern of progression?

Off-The-Job Training/Education (paragraphs 37-45) raises questions about how colleges can be involved with Managing Agents in designing and developing programmes and how tutors contribute towards improving the motivation and quality of a programme.

QUESTIONS:

8. To what extent does the off-the-job training integrate with and supplement the work experience by
 - (i) following mutually agreed aims
 - (ii) adding, to reinforcing, or compensating for other elements of a trainees programme?

9. To what extent are trainees motivated, progression encouraged and additional learning made available by providing opportunities to obtain relevant accreditation and qualifications?

Induction (paragraphs 46–52) describes induction as a continual process within a planned training programme which should be available to young people prior to the start of their scheme. It raises issues about college participation in this important process.

QUESTIONS:

10. To what extent is college induction a planned process complementing the employers' induction?
11. To what extent is it
- (i) helpful to the trainee;
 - (ii) understood and participated in by staff?

Initial Assessment (paragraphs 52–61) in stressing the importance of counselling and guidance, questions the extent to which initial assessment as part of the induction process is linked to other assessments. This chapter also raises questions on how achievement and progress are recorded, the nature of their assessment, and the degree of involvement by the young person in those assessments.

QUESTIONS:

12. To what extent is initial assessment:
- (i) linked to subsequent assessment, guidance reviewing and recording
 - (ii) part of a planned process complementary to that carried out by the employer
 - (iii) understood by the staff and supportive of the young person?

Participative Learning (paragraph 62–70) discusses this new element in the revised YTS framework, emphasises the importance of student-centred participative learning, looks at the benefits of individual learning and how the introduction of more flexible teaching strategies may increase motivation and enhance learning opportunities.

QUESTIONS:

13. How student-centred and participative is the college element?
14. To what extent does individual learning takes place?
15. What empathy exists between teachers and learners; how are trainees motivated and encouraged to participate in their own learning?

Guidance/Reviewing (paragraphs 71–80) describes the organisation and support desirable to ensure that trainees can receive sound counselling and guidance throughout the scheme. Guidance and counselling is seen as an integrated part of the learning programme aimed at encouraging trainees to become increasingly self-reliant and confident.

QUESTIONS:

16. To what extent are the college processes of guidance/reviewing complementing those of the employer?
17. To what extent are these processes?
- (i) understood and participated in by staff
 - (ii) helpful and participated in by the trainee?

Section Three discusses the outcomes stated in the new YTS design. The four outcomes comprise occupational competence, transferability and personal effectiveness.

Outcome One—

Competence in a job and/or range of occupational skills (paragraphs 84–97) may or may not involve experience in a full range of basic skills FE tutors should check whether a full range of learning is being expressed by the trainee during on-the-job experience; the CPVE common core provides a useful check-list. The acquisition by the trainee of a core of basic competencies common to all occupational clusters, should facilitate transferability and flexibility and provide a common base of reference for progression. This is illustrated by the 'framework for progression' model on page 28.

QUESTIONS:

18. To what extent does the college provide
- (i) coverage of a common core of competencies.
 - (ii) occupational based training with opportunities for trainees to sample across occupational clusters?

Outcome Two--

Competence in a range of transferable Core Skills (paragraphs 98–106) describes the core areas as defined by MSC and presents an FEU view which favours a wider concept of skills. Tutors should seek to identify transferable core skills in the tasks trainee carry out, stress this relevance and encourage reflection.

QUESTIONS:

19. Are adequate opportunities provided for trainees to acquire case and basic skills such as defined by FEU and MSC?
20. Are the wider concepts of skills appreciate by staff and introduced in the teaching?

Outcome Three--

Ability to transfer skills and knowledge to new situations (paragraphs 107–113) looks at the effectiveness of YTS training in delivering basic job competence, skills and knowledge, which are transferable outside the immediate YTS occupation and on which trainees can subsequently build. The need for learners to review progress and reflect on their learning is stressed, and suggestions on how new learning can be made more relevant are supported by a 'check-list for action' designed to raise awareness.

QUESTIONS:

21. To what extent are tutors
- (i) aware of the notions of transfer and seeking opportunities to develop these
 - (ii) creating new situations and encouraging reflection?

Outcome Four--

Personal Effectiveness (paragraphs 114–118) focuses on how trainees can develop personal motivation confidence and resilience, and how by seeking responsibility and participating with trainers and teachers in their own personal development they can gain in self confidence and maturity.

QUESTIONS:

22. What opportunities are provided for trainees to develop initiative, independence, responsibility, and improve personal effectiveness for life generally, including employment?

Section Four deals with the integration between on and off-the-job. This remains a major weakness of YT3. This Section explores aspects of integration and the issues below need to be considered if integration is to be improved.

Negotiation and Planning (paragraphs 120–126) three dimensions of negotiation are considered: management negotiation, concerned mainly with external relationships; organisational negotiation, concerned with the effectiveness of internal college communication roles and responsibilities; and supportive negotiation, which is concerned with the extent to which trainees are allowed the opportunity to negotiate their own learning agendas.

QUESTIONS:

23. Are negotiation skills being developed at all levels; in particular the ability of staff to provide supportive negotiation as a continual process, from which the trainees can benefit?

The Design of Core Area Learning Opportunities (Paragraphs 127–138) presents a 'minimum core check-list', which colleges and employers can use to deliver skills. The possibility of relating YTS and CPVE is discussed, and a 'framework of progression' model is given for CPVE showing the common-core and how students/trainees can cover a combination of introductory exploratory and preparatory modules.

QUESTIONS:

24. To what extent do tutors and trainers analyse their delivery of skills to the trainees by referring to a core check-list?
25. To what extent will your present design of YTS allow for the inclusion of CPVE, as outlined in paragraphs 133–137?

Certification (paragraph 139) refers to the probable introduction of a new three-part certification emphasising the four outcomes of YTS.

QUESTIONS:

26. How are trainees achievements assessed, recorded and certificated?
27. How are these data related to those of the employer, and to the issue of trainee progression?

Review and Assessment (paragraphs 142–150) deals with records of achievement and profiles; the opportunities these present for joint trainer-trainee appraisal of progress; and the way in which trainees should be encouraged to assess their own learning needs. Three inter-related stages of assessment are identified: diagnostic assessment, continuous assessment and summative assessment.

QUESTIONS:

28. To what extent is recording and reviewing integrated across both on and off-the-job training?
29. To what extent is recording and reviewing a joint tutor-trainee process?
30. How is review and assessment related to 'outputs' to the learning opportunities of YTS and to progression?

Section Five Considers Evaluation

Evaluation and review are seen as integral elements of programme design and development, vital to the continuous improvement of YTS, and the identification of staff development needs.

Scheme Evaluation (paragraphs 152–161) emphasises the need for evaluation within an evolving YTS to monitor standards and ensure quality. Different types of evaluation are outlined and guidance is given on how to evaluate. This check-list is an example. Further guidance is given which can assist colleges in constructing their own framework for evaluation.

QUESTIONS:

31. Have schemes been evaluated, and to what extent is self-evaluation an integral part of programme design?
32. Is evaluation carried out in consultation with the managing agent?

Staff Development (paragraphs 162–168) All staff associated with YTS will need some forms of support and training. This is seen by MSC as an "essential part of delivery". A check-list is provided to aid the assessment of staff development needs.

QUESTIONS:

33. How have staff identified their training/education needs related to the questions listed above?
34. What staff development processes and support structures have been set up to meet those needs?
35. To what extent are colleges evaluating their own staff development schemes?

Organising and starting an in-house evaluation – some questions

159. There is benefit in conducting an evaluation on a developmental programme like YTS, if the data gathered yields information which can be fed back into the system when redesigning future programmes. Other initial considerations involve identifying sources for the evaluation information, obtaining agreement to conduct an evaluation, eliciting assistance, and then deciding on approaches. Some questions concerned with organising and carrying out an in-house programme of evaluation are*:

* These questions are based on Section 12 of *College-based course evaluation* FEU, 1983.

- (i) How will you start? If it is to be problem-centred evaluation, how and by whom will the problems be identified?
- (ii) Who will undertake the general planning of the evaluation?
- (iii) How and by who will the planning and conduct of the evaluation be supervised?
- (iv) Which sources of information will you draw upon? If employers are to be approached, how will they be briefed about their contribution to YTS?
- (v) Who will do the actual drafting of questionnaires, interview schedules etc?
- (vi) Who will carry out interviews, administer the questionnaire etc?
- (vii) Who will collate and analyse the information collected?
- (viii) Who will produce the reports (if any)?
- (ix) How much of (a) your time (b) other people's time is available for the evaluation? Is it enough?
- (x) Do you have the other resources necessary to carry out an evaluation?
- (xi) How clear are you about what you want to find out? How clear do you need to be?
- (xii) How will you choose the appropriate methods of collecting the information?
- (xiii) Do you or your colleagues have the knowledge and skills necessary to use the various techniques of inquiry?
- (xiv) What kind of information might other people want from evaluation? To what extent will you be able to (or should you) provide it?
- (xv) What methods are available in your organisation (department, college) for passing on information to the people who should have it?

(xvi) What new methods, if any, will you have to invent for passing on the information?

(xvii) How likely is it that action will be considered or taken as a result of the evaluation?

(xviii) What support might be needed by people who wish to change their practices as a result of the evaluation?

Implications for FE

A Framework for Evaluation

160. From the above, a possible framework for evaluating the educational contribution to YTS, can be constructed and FEU research projects* provide guidance in this respect. In FEU terms the overall aims of vocational preparation in general, are concerned with personal development and employability through the acquisition of basic competencies and experiences in a supportive environment. Institutions involved in YTS programmes, whatever the mode, need to underpin any evaluative framework with a series of questions based on the overall aims of a common core or the principles of vocational preparation, and examine for example, to what extent the institution has made a contribution to the maturation, transition, competency and progression of each young trainee. These can be regarded as *outputs* of the scheme, although their assessment may not be tidy or easy, hence the need for individual profiles.

161. Thus one aspect of the college evaluation of its contribution to YTS will be an analysis of the individual 'results'. This hopefully, will be more than a simple collection of pass/fail grades for, as implied above, vocational preparation should involve more than this. Other aspects of evaluation will be the answering of questions such as posed in the evaluation check-list on page 55 and in paragraph 159. These will be seen to be concerned with not only outputs but also processes and perspectives. The FEU in developing its own evaluation projects in this area has provided guidance for college/school/LEA evaluators to assess the effectiveness of their own contribution to supporting YTS.

* College based self evaluation of YTS project report and Evaluation of FE role in YTS project report available on request from FEU.

STAFF DEVELOPMENT

MSC CRITERIA—As Essential Part of Delivery

162. Throughout this document a common focus is the need for staff development and training, as the *Youth task group report** puts it:

"an essential part of delivery in the new scheme will be in-service training refresher training of supervisors, line managers and instructors, further education staff, and other education and youth service tutors. It is essential that MSC should contract with the other providers' to develop and fund a network preferably based on existing organisations and institutions, of accredited centres for these purposes."

MSC Accredited Centres

163. Accredited Centres within MSC Areas are concentrating primarily on the needs of instructors, tutors, lecturers, teachers and front line supervisors who are directly involved in running YTS programmes. In addition they will meet the requirements of managers, programme designers and others less directly involved in YTS. Some more specialised provision may also be necessary, e.g. for the 'responsible person' nominated by each managing agent. The Centres are MSC funded for three years (from 1983) initially. Support for the in-service training of teachers funded by LEA/MSA arrangements under the 'Robertson Shilling' were discontinued when the Youth Opportunities Programme ended in 1983**. Training for teachers involved in YTS will be available on an inter-agency basis through the MSC Accredited Centres. Staff training co-ordinators located at these centres are responsible for co-ordinating the staff training provision in the area.***

*MSC, 1982 paragraph 5, 24.

**DES Circular 4/84.

***See Appendix V.

Educational Issues

Co-ordination

164. The most significant change in operational procedures and communication network will be, for the college a closer and more regular working relationship with employers. Many institutions will have a wealth of experience in this respect, as many departments will have had industry based students or college based students with employers, whom staff visit; and liaison will often have been formed through Advisory Committees, TEC Advisory Committees etc. However the extent and complexity of the new schemes requires a matching of the varied components of a programme, and help for the trainee to make a productive transition from school to college, to work experience and beyond. Schemes involving a large number of Sponsors/providers will need special co-ordination and therefore staff support and training. MSC's recommendation that teams should be set up is welcomed.

Methods and Strategies

165. Different teaching and learning strategies may be called upon to support young trainees who may be apprehensive of conventional education. FEU publications such as *Vocational preparation*, *Basic skills*, *Tutoring*, *Profiles* and *How do I learn?* are all relevant for staff needing to review their approaches and adapt to the demands of the new FE. This contribution is recognised in paragraph 9 of Annex 11 to *DES Circular 6/82**. A relevant paragraph (ii) is quoted below:

"The major thrust in the process of staff development must begin from the needs of teachers and tutors where they are located, taking account of the shape of the curriculum as it emerges and of staff's own varied backgrounds. The majority of their needs cannot be determined prior; those of a young general studies lecturer will differ greatly from those of an experienced teacher of construction studies, to take but one example, and they may have different abilities in such matters as 'marketing' of the

*DES Circular 6/82 8 September 1982 The Youth Training Scheme: implications for the education service.

potential college contribution to the work experience scheme, or devising and negotiating trainee-centred curricula, or operating appropriate forms of assessment. No single structure of courses is likely to be appropriate to meet all these diverse needs. Indeed, given that the philosophy of vocational preparation is based on meeting the needs of the trainee on, as far as possible, a personal basis relevant to the context in which he or she is placed, rather than imposing the curriculum from outside (other than broad learning objectives and guidelines), it would seem appropriate that the same philosophy ought to apply in respect of 'training of trainers'.¹

Assessing Staff Development Needs

166. In an FEU publication* relating to teaching staff development for vocational preparation, it is suggested that a self assessment process by the staff themselves may be required in order to identify the abilities of individuals and programme teams. A suggested check-list of abilities for this process is as follows:

- (i) *A student-centred approach*
the negotiation with, and counselling and guidance of learners about their learning programmes, supported by formative and summative assessment;
- (ii) *Curriculum innovation*
the ability to introduce and implement new curricula;
- (iii) *Method innovation*
the use of participative teaching/learning methods, including simulations, role-play, group work of various kinds, and residential periods, and the design, construction and use of profiles and other records of achievement;
- (iv) *Team co-ordination*
the management of the various activities of a number of teachers contribution to a vocational preparation programme;

- (v) *Team membership*
the ability to contribute successfully to the operation of a team of vocational preparation teachers in designing, implementing and evaluating the curriculum;
- (vi) *Liaison and negotiation*
the development of co-operative working arrangements with other groups of teachers and other agencies outside the college;
- (vii) *Basic skills teaching*
an understanding of the concept of basic skills and the ability to work against a check-list of identifiable skills (rather than a syllabus) which emphasises the process of learning as well as the content.

167. *Teaching skills* invites tutors (and others) about to be involved in YTS or other modes of vocational preparation to consider a series of key questions based on the check-list in the previous paragraph appraising their experience in the areas shown. The support of a relevant (and often individual) programme of development and training is then required. We have said elsewhere² that this is demanding work and should be recognised as such, it is also acknowledged that given guidance and support, staff expertise will develop as YTS schemes develop.

Implications for FE

Support

168. To support the educational provision the college will need to establish an organisational framework, probably comprising:

- (i) A college co-ordinator designated with overall responsibility for all YTS to liaise externally and facilitate internal communication
- (ii) Team leaders heading up groups of staff variously responsible for given inputs and having clearly defined roles and briefs in connection with assessment guidance and counselling; and also possessing co-ordinating and staff development skills themselves

* *Teaching skills* FEU, 1982.

² *Vocational preparation* FEU, 1981.

-
- (iii) Team members conversant with YTS scheme aims; sympathetic and sensitive to clientele; confident to carry out profiling and associated guidance; and with the ability to develop basic skills via teaching for transfer. These skills and the development of negotiating skills and competence in communicating and liaising with other team members require time and effort
 - (iv) Time and opportunities for staff development may be limited, but staff will need to appraise individually and collectively their own needs and develop professional and interpersonal skills in tandem with programme development. Regular (e.g. weekly) meetings of the teaching team timetabled at a convenient time have proved to be effective.

these centres and describes their co-ordinating and collaborative function between the FE system and the Accredited Centres.

It will be necessary for senior managers who will be involved in the provision of YTS to develop new skills and attitudes, and become familiar with new areas of administrative and managerial information. The success of YTS schemes, will depend as much on the activity of senior managers, such as Principals of FE colleges and Principals of careers offices, as on the tutoring and teaching activities of supervisors and lecturers. YTS poses new problems for the management of colleges, not least in the requirement to operate in co-ordination with an outside Managing Agent and its constituent partners in the Scheme. Colleges are recognising the need for better marketing*, a market orientation which involves identification of needs as well as promotion, and the increased emphasis on evaluation obviously fits in with this (See Appendix VI). Training senior management should be a crucial part of the total YTS strategy for staff development. The FEU has a considerable commitment to staff development and training. It supports local and regional networks and it is developing an information network which should be compatible with that being developed by the MSC Accredited Centres. Direct requests for support and information will always be considered. A major strand of FEU policy in providing practical support for the development of vocational preparation has been the establishment of a national network of Regional Curriculum Bases in co-operation with the Regional Advisory Councils for Further Education in England and Wales (RAC's). Appendix V gives details of

*Marketing FE soon to be published by the FEU

APPENDIX I

SUPPORTING YTS STUDY GROUP

MEMBERSHIP

The Study Group was established in June 1982 and met five times until March 1983. The first edition of *Supporting YTS* was published in May 1983 and a second edition of the document was edited by members for distribution in May 1984. This third edition was reviewed at a meeting in February 1985 and subsequently edited by the study group for publication in May 1985. The study group was chaired by a member of the FEU Board of Management Mr Jim Deboo, and had members representing a variety of interests.

The Full Membership is:

Mr J Deboo, OBE CBI, FEU Board of Management
(Chairman)

Mr T Beaumont Huddersfield Technical College

Mr E Blundell Stockport Education Department

Mr S Butters Institute of Education, University of
London

Mr J Blythe Birmingham Education Authority

Mr B Davies Sussex Training (West), Chichester
College of Technology

Mr F C Hayes Institute of Manpower Studies,
University of Sussex

Mr J A Hill Her Majesty's Inspectorate

Mr M J Todd Her Majesty's Inspectorate (from
1985)

Mr E Kendrick Electricity Supply Industry Training
Committee

Mr J M Lancaster MSC

Dr G Jessup MSC (from 1985)

Mr H Lockton Blackpool and Flyde College of FHE

Mrs P Maple BTEC

Mr J Miller NICEC

Mr A Pollard Project Wirral, Wirral Metropolitan
College

Mr R T Pryke Devon Education Department

Ms J Shackleton Bedfordshire Education Service

Mr J P Swallow Ongar Comprehensive School/NAHT

Mr E Tuxworth Huddersfield Polytechnic

Dr C Turner FESC, Coombe Lodge

Mr T Warren NATFHE

Mr J W Mansell Chief Officer, FEU

Mr R D Norman Development Officer, FEU
(Secretary)

APPENDIX II

MSC'S YTS CORE SKILLS CHECK-LIST

THE CORE SKILLS: QUICK REFERENCE LIST

NUMBER

1. OPERATING WITH NUMBERS

- 1.1 Count items singly or in batches.
- 1.2 Work out numerical information.
- 1.3 Check and correct numerical information
- 1.4 Compare numerical information from different sources.
- 1.5 Work out the cost of goods and services.

2. INTERPRETING NUMERICAL AND RELATED INFORMATION

- 2.1 Interpret numerical data or symbols in written or printed form.
- 2.2 Interpret diagrams and pictorial representations.
- 2.3 Interpret scales, dials and digital readouts.
- 2.4 Identify items by interpreting number, colour, letter codes or symbols.
- 2.5 Locate places by interpreting number, colour or letter systems.

3. ESTIMATING

- 3.1 Estimate quantity of observed items or materials.
- 3.2 Estimate quantities required for a process.
- 3.3 Estimate portions or shares.
- 3.4 Estimate dimensions of an observed object or structure.
- 3.5 Estimate weight, volume or other properties.
- 3.6 Estimate the time needed for an activity.
- 3.7 Estimate the time an activity has been going on.
- 3.8 Estimate the rate of use of items or materials.
- 3.9 Estimate the cost of goods and services.
- 3.10 Estimate and compare shapes or angles.
- 3.11 Estimate the size of gaps or holes and the fit of items.
- 3.12 Estimate required sizes of containers or covering materials.
- 3.13 Estimate size or shape for the purpose of sorting.
- 3.14 Estimate settings for tools, equipment machinery.

4. MEASURING AND MARKING OUT

- 4.1 Measure the dimensions of an object or structure.
- 4.2 Mark out required dimensions and shape.
- 4.3 Measure weight, volume or other properties.
- 4.4 Measure out a required weight or volume.
- 4.5 Measure the time a process or activity takes.

5. RECOGNISING COST AND VALUE

- 5.1 Compare the cost of different goods and services.
- 5.2 Compare the relative costs and benefits of buying or using goods and services.
- 5.3 Recognise the value of items in order to take appropriate care of them.

COMMUNICATION

6. FINDING OUT INFORMATION AND INTERPRETING INSTRUCTIONS

- 6.1 Find out information by speaking to other people.
- 6.2 Find out information from written sources.
- 6.3 Find out information by observing.
- 6.4 Interpret spoken instructions.
- 6.5 Interpret written instructions.
- 6.6 Find out the needs of other people in the workplace.
- 6.7 Find out the facts about things that have gone wrong.
- 6.8 Find out the needs of customers and clients.

7. PROVIDING INFORMATION

- 7.1 Provide information by speaking to other people in the workplace.
- 7.2 Provide information by speaking to customers and clients.
- 7.3 Provide information in writing, and by means of tables and diagrams.
- 7.4 Provide information by demonstrating to other people.
- 7.5 Provide information by answering questions in the course of the job.
- 7.6 Provide information by explaining to others about problems that have occurred in the job.

8. WORKING WITH PEOPLE

- 8.1 Notice when to ask other people in the workplace for assistance.
- 8.2 Ask other people in the workplace for assistance.
- 8.3 Notice the needs of customers, clients, and other people in the workplace.
- 8.4 Offer assistance to other people in the workplace.
- 8.5 React appropriately to requests from other people in the workplace.
- 8.6 Discuss with other people in the workplace how things are to be done.
- 8.7 React appropriately to complaints from other people in the workplace.

- 8.8 Offer assistance to customers and clients.
- 8.9 React appropriately to requests from customers and clients.
- 8.10 Converse with customers and clients in order to establish or maintain an appropriate relationship.
- 8.11 React appropriately to complaints from customers and clients.
- 8.12 Notice where people behave exceptionally and whether action is required.

PROBLEM SOLVING

9. PLANNING: DETERMINING AND REVISING COURSES OF ACTION

- 9.1 Plan the order of activities.
- 9.2 Plan who does what and when.
- 9.3 Plan tools, equipment, machinery, and stock and materials needed for a task.
- 9.4 Plan the arrangement of items.
- 9.5 Plan how to communicate for a particular purpose.
- 9.6 Plan how to present information.
- 9.7 Plan how to find information.
- 9.8 Diagnose a fault.
- 9.9 Plan how to deal with hazards and difficulties that might arise.
- 9.10 Plan how to deal with things that have gone wrong.

10. DECISION MAKING: CHOOSING BETWEEN ALTERNATIVES

- 10.1 Decide when action is required.
- 10.2 Decide which category something belongs to.
- 10.3 Decide between alternative courses of action.
- 10.4 Decide how to make the best of an awkward situation.
- 10.5 Decide on a correct response when accidents or emergencies occur.

11. MONITORING: KEEPING TRACK OF PROGRESS AND CHECKING

- 11.1 Check that he/she is performing a task to standard.
- 11.2 Monitor a process or activity.
- 11.3 Monitor the availability of stocks or materials.
- 11.4 Check the quality and condition of equipment, materials or products.
- 11.5 Check written information.
- 11.6 Monitor the safety of the workplace.
- 11.7 Notice that things have gone wrong, and that action is required.

PRACTICAL

12. PREPARING FOR A PRACTICAL ACTIVITY

- 12.1 Locate the place where work is to be carried out if it is not the usual one.
- 12.2 Identify or locate:
- 12.3 Handle, lift or transport:
- 12.4 Check and adjust or clean:
- 12.5 Arrange for safe and easy working:
- 12.6 Carry out start-up procedures.
- 12.7 Adjust heating, lighting, ventilation.
- 12.8 Check for potential hazards in the work area.
- 12.9 Carry out health and safety procedures.

TOOLS, EQUIPMENT
MACHINERY, MATERIALS,
STOCK OR ITEMS,
ANIMALS.

13. CARRYING OUT A PRACTICAL ACTIVITY

- 13.1 Adopt safe working practices.
- 13.2 Lift or transport objects or materials.
- 13.3 Manipulate objects or materials.
- 13.4 Operate and control or adjust tools, equipment, machinery or instruments.
- 13.5 Set up, assemble or dismantle equipment, machinery, instruments or products.
- 13.6 Adopt safe practices in the event of accidents or emergencies.

14. FINISHING OFF A PRACTICAL ACTIVITY

- 14.1 Carry out procedures to turn off or hand over: TOOLS, EQUIPMENT, MACHINERY.
- 14.2 Check products or results of activity for quality and accuracy.
- 14.3 Carry out procedures for cleaning or routine maintenance.
- 14.4 Carry out procedures to hand over products or results of activity.
- 14.5 Carry out procedures to store or return: TOOLS, EQUIPMENT, MACHINERY, MATERIALS, STOCK OR ITEMS, ANIMALS.
- 14.6 Restock for future requirements if necessary.
- 14.7 Check for potential hazards in the work area.
- 14.8 Carry out health and safety procedures.

APPENDIX III

THE CPVE CORE

1. The core studies developed for CPVE* are intended to reflect the general education to which all young people on courses approved by the Joint Board should have access. They have been described in terms of aims and objectives which can be readily matched to a range of achievement and experiences in a variety of contexts. It is intended that students should address all the aims and that the objectives should be used as a check-list in the planning and evaluation of programmes, and to identify appropriate opportunities for progression. In terms of course design, the aims and objectives should be put together in such a way as to reflect the curriculum as a whole rather than being regarded as discrete activities. Indeed, the acquisition of personal skills, practical skills and those abilities relevant to problem solving, decision making and adaptability which do not normally appear on the traditional timetable as essential to successful development.
2. For the convenience of course designers, the Joint Board has grouped these aims and objectives under familiar headings which relate to content and process but it is stressed that these are not to be regarded as single subjects. It is recognised that there will be overlap between these areas and it is important that this is taken into account when recognising experiences and achievement. The ten areas which make up the CPVE core are described under the following headings:
 - Personal and Career Development
 - Industrial, Social and Environmental Studies
 - Communication
 - Social Skills
 - Numeracy
 - Science and Technology
 - Information Technology
 - Creative Development
 - Practical Skills
 - Problem Solving
3. The nature of the CPVE framework recognises that the achievement of core aims and objectives will be met in a variety of ways but specifically identifies the role of the vocational studies as a way in which the core will be developed and applied.
4. The Joint Board will publish further details of these aims and objectives including appropriate learning strategies for the delivery of the core and profile descriptors. From this it will be possible to define stages of development (levels) essential for progression into, throughout and out of the CPVE course.
5. The CPVE certificate will record attainments in all ten core areas.

PERSONAL AND CAREER DEVELOPMENT

It is intended that the aims and objectives presented under this heading should be developed throughout an approved CPVE course and should enable students to acquire, practise and transfer their achievement within a variety of relevant and integrated activities.

Main Aim

To develop in young people a perception of their potential role and status in an adult, multicultural society, including the world of work.

Aim 1: Personal Development

To develop critical awareness of own abilities, needs and interests and the capacity to make best use of them by

- 1.1 increasing awareness of personal characteristics, preferences, qualifications and capabilities
- 1.2 taking responsibility for development of personal characteristics, preferences, qualifications and capabilities
- 1.3 participating in the setting of personal goals and their assessment
- 1.4 comparing other people's perception of self with own self assessment.

* The Certificate of Pre-Vocational Education: Part B Core Competencies and Vocational Module Specifications. Joint Board for Pre-Vocational Education January 1985.

Aim 2: Career Development

To develop skills, knowledge and experience for adult life by

- 2.1 recognising the factors which influence job choice, job satisfaction and associated rewards – training, unionisation, social status and conditions
- 2.2 recognising the influence of economic structures on employment
- 2.3 recognising the influence of employment on life style and aspirations
- 2.4 gathering information on the range of job opportunities available and suitable methods of access
- 2.5 gathering information on the range of opportunities available outside paid employment
- 2.6 practising tasks involved in finding and getting work; exploring the factors influencing selection, including employers' expectations and where appropriate, employer and trade union regulations
- 2.7 recognising the possibility of both unemployment and the need for retraining
- 2.8 identifying patterns of family and social life and the roles and responsibilities of individual members
- 2.9 recognising the attitude changes involved as individuals adopt new roles within family and other social groups
- 2.10 taking responsibility for health and safety of self and others.

Aim 3: Morals and Ethics

To consider a range of social, moral and ethical issues and formulate personal values by

- 3.1 recognising the relationship between rights and responsibilities of citizens in a democratic society
- 3.2 formulating a code of behaviour in relation to selected issues and dilemmas, involving clashes of principle

- 3.3 recognising bias and its effect on human relationships – race, sex, age, class, and religious discrimination
- 3.4 analysing the positive and negative consequences of taking risks – in physical pursuits, emotional attachments, change of environment.

Tutors and students should be aware that the objectives listed above may also apply to other core areas and that appropriate recognition should be given to their achievement.

INDUSTRIAL, SOCIAL AND ENVIRONMENTAL STUDIES

It is intended that the aims and objectives presented under this heading should be developed throughout an approved CPVE course and should enable students to acquire, practise and transfer their achievement within a variety of relevant and integrated activities.

Main Aim

To develop knowledge of the workings of modern industry and society and a capacity to cope with the limitations and opportunities afforded.

Aim 1: World of Work

To develop informed and critical awareness as to the role and status of young people in the world of work by

- 1.1 investigating the need for the systems and management requirements of different types of organisations
- 1.2 investigating the roles and responsibilities associated with a range of jobs or functions.
- 1.3 identifying and considering factors that influence progress in working life
- 1.4 investigating the roles and methods of operation used by trades unions and professional associations.

Aim 2: Political Considerations

To develop awareness of political considerations in order to understand and participate in the social environment by

- 2.1 participating in a variety of decision making activities and evaluating the methods by which decisions are reached
- 2.2 identifying the individual's rights and opportunities for political involvement and the factors upon which these depend
- 2.3 investigating and explaining common features of political processes in a range of contexts
- 2.4 investigating the differences between the major British political parties
- 2.5 explaining the roles and responsibilities of local and central government and the effects of their activities
- 2.6 identifying and explaining the purposes of the major international political and economic organisations.

Aim 3: Economic Considerations

To develop awareness of economic considerations in order to understand and participate in the social environment by

- 3.1 understanding the management of personal finances
- 3.2 developing knowledge and skills related to the financial management of business
- 3.3 developing knowledge and skills related to the financial management involved in self employment
- 3.4 investigating the effects of local and national government policies on the economic activity of individuals and business
- 3.5 investigating the influence of international trade and international events on economic activity of individuals and business
- 3.6 investigating the relationship between costs and benefits arising from economic activity at a national, organisational and individual level.

Aim 4: Legal Considerations

To develop awareness of legal considerations in order to understand and participate in the social environment by

- 4.1 investigating the role of moral values and laws in supporting social structures
- 4.2 understanding the legal rights, duties, and responsibilities of the individual
- 4.3 identifying the role of police and courts in the enforcement of law and the protection of the rights of individuals and groups
- 4.4 understanding laws relating to employment.

Aim 5: Social Considerations

To develop a sense of social responsibility in relation to various social, technological and environmental issues by

- 5.1 developing awareness of pressures on the environment
- 5.2 understanding relationships between the environment and the quality of life of the community
- 5.3 developing awareness of the responsibility of the community for its members
- 5.4 investigating ways in which current developments in technology influence the quality of life.

Tutors and students should be aware that the objectives listed above may also apply to other core areas and that appropriate recognition should be given to their achievement.

COMMUNICATION

It is intended that the aims and objectives presented under this heading should be developed throughout an approved CPVE course and should enable students to acquire, practise and transfer their achievement within a variety of relevant and integrated activities.

Main Aim

To develop communication skills as a way of structuring relationships between people in a changing and multicultural society.

Aim 1: Listening

- 1.1 listening and responding to information presented in a variety of styles and range of contexts – one-to-one/group, familiar/unfamiliar, formal/informal
- 1.2 selecting information relevant to a particular purpose in a range of face-to-face and other situations (e.g. telephone messages)

Aim 2: Speaking

- 2.1 talking effectively in a variety of styles and range of contexts – one-to-one/group, familiar/unfamiliar, formal/informal
- 2.2 speaking sufficiently clearly, audibly and fluently to maintain the understanding and confidence of the listener(s) in a range of face-to-face and other situations (e.g. by telephone)
- 2.3 formulating and conveying requests and instructions clearly and concisely
- 2.4 asking relevant questions to elicit information and seek clarification
- 2.5 initiating and sustaining conversations in a range of contexts

Aim 3: Reading

To read and understand written texts, tabular and graphic data in various forms and identify points relevant to a particular purpose by

- 3.1 reading and understanding information presented in written, tabular and graphic form
- 3.2 reading and understanding written information presented in a variety of styles

- 3.3 selecting information relevant to a particular purpose from a variety of given sources – including electronic information sources (e.g. Prestel, Ceefax).

Aim 4: Writing

To write effectively, organising content and observing the formal conventions of writing by

- 4.1 formulating and conveying written information in a variety of styles and for a range of purposes
- 4.2 observing the conventions of legibility, spelling, punctuation and grammar in order to maintain the confidence of the intended audience.

Aim 5: Communication and Interpretation

To understand, evaluate and respond to information, and opinions conveyed in written, oral and other forms by

- 5.1 identifying, analysing and responding critically to ambiguous and confusing statements
- 5.2 identifying statements which are/are not supported by evidence
- 5.3 supporting statements of facts or opinion with appropriate evidence
- 5.4 identifying, analysing and responding critically to the emotive use of language
- 5.5 recognising and responding to non-verbal communication
- 5.6 appreciating the appropriateness of, and applying a range of, non-verbal communications for different purposes and audiences
- 5.7 appreciating and using the effects of tone, pace and emphasis in conveying meaning
- 5.8 identifying, understanding and responding critically to implicit meanings in communication – mood, interests, prejudices
- 5.9 investigating the value of possessing competence in a second or foreign language or languages
- 5.10 investigating the relationship between cultural background and communication

-
- 5.11 making informed judgements about the appropriateness of sources for the retrieval and collection of information
 - 5.12 evaluating the reasons for the success or failure of communication.

Tutors and students should be aware that the objectives listed above may also apply to other core areas and that appropriate recognition should be given to their achievement.

SOCIAL SKILLS

It is intended that the aims and objectives presented under this heading should be developed throughout an approved CPVE course and should allow students to acquire, practise and transfer their achievement within a variety of relevant and integrated activities.

Main Aim

To develop ability to make effective personal and working relationships and to promote self-reliance.

Aim 1: Working in Groups

To appraise the shared purposes, procedures and internal dynamics of groups by

- 1.1 participating in a variety of ways in group tasks
- 1.2 understanding formal and informal procedures used by groups to conduct their business and achieve their purposes
- 1.3 recognising the different needs represented within a group – to be included, to influence others
- 1.4 observing how the behaviour of self and others may change in different group situations
- 1.5 recognising and understanding tensions generated within groups
- 1.6 contributing to achievement of the overall purposes of the group.

Aim 2: Analysis and Evaluation

To recognise and evaluate the responses of others to one's own performance, behaviour and personality by

- 2.1 practising and developing ability to listen and respond to others
- 2.2 identifying possible reasons for differences in responses
- 2.3 judging how behaviour might be modified as a result of personal evaluation of the opinions, values, assumptions, needs and expectations of self and others
- 2.4 contributing to the self evaluation of others by sharing perceptions of them through constructive one-to-one and group evaluations
- 2.5 summarising and reviewing opinions and judgement of self recognised through participation in groups and one-to-one discussions.

Aim 3: Role Identification

To experience and appraise the influence of personal situational roles on the behaviour of self and others by

- 3.1 understanding the concept of role and how it affects own and others' behaviour, perceptions and decisions
- 3.2 identifying and evaluating the influence on the behaviour of self and others of different personal roles – parent, daughter/son, colleague, friend
- 3.3 recognising, defining and evaluating the influence on the behaviour of self and others of different situational and organisational roles – manager/supervisor-worker, teacher-student
- 3.4 reflecting upon changes in role already experienced and understanding possible implications for the future
- 3.5 recognising, experiencing and understanding how various conflicting roles affect the behaviour of self and others

- 3.6 distinguishing between appropriate and inappropriate behaviour in a range of personal and situational or organisational roles (e.g. acting as representative of an individual or group)
- 3.7 selecting appropriate behaviour and procedures for achievement of a specified goal
- 3.8 investigating ways in which personal effectiveness in the achievement of identified goals might be improved.

Aim 4: Categories of Groups

To recognise and analyse the signs used to allocate individuals to categories, and to be aware of the prevalence and abuses of such categorisation by

- 4.1 observing individual differences between members of groups
- 4.2 identifying factors used in placing people into categories – gender, class, race, 'dress, speech, age
- 4.3 assessing the usefulness of such categorisations in developing effective working and social relationships
- 4.4 recognising misuses of categorisation of individuals and groups, working, social, cultural and religious
- 4.5 recognising own and others' reactions to being placed in categories.

Tutors and students should be aware that the objectives listed above may also apply to other core areas and that appropriate recognition should be given to their achievement.

NUMERACY

It is intended that the aims and objectives presented under this heading should be developed throughout an approved CPVE course and should allow students to acquire, practise and transfer their achievement within a variety of relevant and integrated activities.

Main Aim

To develop mathematics as a communication skill to levels adequate to meet basic demands of contemporary society, and to provide a foundation appropriate to the acquisition of further skills.

Aim 1: Numerical Concepts

To develop understanding of, and competence in, the use of the concepts, skills and language associated with numbers as used in everyday and working life by

- 1.1 recognising and using numbers and the relationships between them
- 1.2 interpreting place value
- 1.3 performing the four arithmetical operations on whole numbers, common fractions, decimal fractions
- 1.4 converting common fractions to decimal fractions and vice versa (e.g. comparing weights and measures expressed in different terms)
- 1.5 simplifying expressions involving common and decimal fractions
- 1.6 recognising recurring decimals, reducing decimal fractions to a given number of decimal places correct to a given number of significant places in order to provide information which is easily understood
- 1.7 calculating percentages
- 1.8 converting common and decimal fractions to percentages and vice versa
- 1.9 applying the concepts of ratio and proportion to practical situations (e.g. bicycle gears, cookery, scales on maps)
- 1.10 using common standard units of measurement
- 1.11 reading graduated scales – scales and dials used for measurement
- 1.12 making appropriate conversions between Imperial and Metric units
- 1.13 making everyday approximations and estimations
- 1.14 collecting, classifying, tabulating and interpreting data
- 1.15 using and interpreting tables of figures (e.g. timetables, conversion charts)
- 1.16 constructing and using simple frequency distributions (e.g. traffic census, population characteristics)
- 1.17 calculating probabilities involving a single event

- 1.18 calculating and interpreting range and common measures of central tendency (average) – mean, median and mode
- 1.19 solving problems involving simple logical and algebraic concepts including
 - set theory (without necessarily using the associated formal language)
 - use of a letter to represent an unknown quality
 - substitutions into simple formulae (expressed in words where possible)
- 1.20 using calculators, ready reckoners, pencil and paper or mental arithmetic as appropriate

Aim 2: Spatial Concepts

To develop an understanding of spatial concepts and competence in the use of simple geometrical relationships and graphical representations by

- 2.1 recognising and naming simple plane figures – quadrilateral, triangle, circle
- 2.2 using common geometrical terms
- 2.3 determining areas and perimeters of rectangles
- 2.4 determining area and circumference of circles
- 2.5 estimating/approximating area
- 2.6 measuring angles
- 2.7 constructing simple plane figures to give specifications
- 2.8 recognising and naming common solid shapes – cube, pyramid, cylinder etc
- 2.9 determining volume of common solid shapes
- 2.10 determining surface area – nets of solid shapes
- 2.11 estimating/approximating volume
- 2.12 using points of the compass/co-ordinates to locate objects or places
- 2.13 estimating and determining length using a scale – maps and plans
- 2.14 drawing sketch maps and plans

- 2.15 reading, interpreting and drawing simple graphs, pie charts, pictograms
- 2.16 following and constructing simple flowcharts for giving instructions, finding faults

Tutors and students should be aware that the objectives listed above may also apply to other core areas and that appropriate recognition should be given to their achievement.

SCIENCE AND TECHNOLOGY

It is intended that the aims and objectives presented under this heading should be developed throughout an approved CPVE course and should allow students to acquire, practise and transfer their achievement within a variety of relevant and integrated activities.

Main Aim

To develop understanding of science and technology, and their relationship to everyday life, and competence in the application of practical, scientific method.

Aim 1: Appreciation of Science and Technology

To develop appreciation of science and technology, their relationship with society and the environment and awareness of moral and legal implications by

- 1.1 drawing up a brief for an investigation or project involving an example of the interrelationship between science and technology, society and the environment
- 1.2 conducting the above investigation using appropriate information sources and research methods
- 1.3 presenting a report which takes into account environmental, social economic, legal and political factors relevant to the investigation.

Aim 2: Application of Science and Technology to Problems

To develop a critical approach and an ability to apply principles, reasoning and skills to problems and issues of everyday life by

- 2.1 differentiating between problems with technical and non-technical solutions
- 2.2 identifying and describing the nature of simple scientific and technical problems
- 2.3 suggesting and selecting alternative explanations, causes or solutions – by forming hypotheses, using models, using analogies
- 2.4 following technical instructions and working to a plan

Aim 3: Science

To develop facility in using scientific methods to conduct investigations and evaluate their outcomes by

- 3.1 planning investigations and designing experiments in order to test explanations
- 3.2 selecting, assembling and using scientific and technical apparatus and instruments appropriately
- 3.3 observing and recording data and procedures systematically and accurately
- 3.4 interpreting and evaluating data and results of experimental work in order to make deductions and draw conclusions
- 3.5 evaluating and investigating experiments, and procedures – identifying sources of error and explaining their significance, devising and using simple tests to check the validity of measurements and experimental work
- 3.6 generalising, as and when appropriate, from experimental results
- 3.7 identifying the scientific facts underlying investigations undertaken using appropriate terminology and conventions
- 3.8 identifying the scientific laws, principles and generalisations underlying investigations undertaken using appropriate terminology and conventions

- 3.9 demonstrating understanding of scientific laws, principles and generalisations by applying knowledge gained in one context to other contexts.
- 3.10 satisfying all necessary health and safety requirements in planning and conducting investigations.

Aim 4: Technology

To develop understanding of the process of planning, implementing and evaluating technological activities by

- 4.1 drawing up a design brief from given requirements and constraints, including time and cost limits
- 4.2 drawing up a plan of work, including allowance for information search, design execution, testing and evaluation of process or product, reporting and timetabling of project
- 4.3 collecting relevant information, identifying assumptions and approximations made on the basis of incomplete data
- 4.4 producing alternative tentative solutions, including reference to both original ideas and solutions tried and tested elsewhere
- 4.5 comparing alternatives systematically, selecting the best alternative(s) for future development
- 4.6 drawing up final design(s), investigating and evaluating suitable materials and processes as necessary
- 4.7 making, modifying or modelling as appropriate to test the design
- 4.8 evaluating the outcome(s) in terms of the design specifications and the processes involved and suggesting further development as appropriate
- 4.9 demonstrating understanding of the importance of maintenance procedures
- 4.10 satisfying all necessary health and safety requirements in planning and conducting activities.

Tutors and students should be aware that the objectives listed above may also apply to other core areas and that appropriate recognition should be given to this achievement.

INFORMATION TECHNOLOGY

It is intended that the aims and objectives presented under this heading should be developed throughout an approved CPVE course and should allow students to acquire, practise and transfer their achievement within a variety of relevant and integrated activities

Main Aim

To develop appreciation of the implications of Information Technology (IT) for society and the individual and to provide the opportunity to acquire a practical introduction to its basic applications.

Aim 1: Awareness of IT

To develop awareness of the social implications of IT for work, leisure and domestic use by

- 1.1 plotting and explaining the growth and development of IT
- 1.2 investigating the main ways in which IT is leading to changing requirements in the job market and may be affecting the characteristics of employment in various sectors of the economy
- 1.3 investigating some possible effects of the growth of micro-technology on industry and society including the need for security of information
- 1.4 recognising the need for security of information and the need for access to personal information held on data bases.

Aim 2: Use of Micro-Computers

To develop confidence in the use of micro-computers and their application by

- 2.1 connecting up and preparing a simple micro-computer system for use
- 2.2 loading a pre-written programme from backing-store and using it to perform a set task

- 2.3 using application packages e.g. wordprocessing, accounting packages, spread-sheets and data bases in real or simulated business situations
- 2.4 using teletext or viewdata systems to obtain or disseminate specified information
- 2.5 using unit replacement procedures to locate and rectify faulty equipment.

Aim 3: Data Processing

To develop practical appreciation of data handling and computer programming by

- 3.1 illustrating a logical sequence of instructions – drawing a simple flowchart
- 3.2 reading and amending a simple program
- 3.3 writing and using a simple program involving input, processing and output from a specification provided
- 3.4 recording and presenting data in a form appropriate for input and use in an existing electronic data base
- 3.5 interpreting data and drawing conclusions – from VDU and line printer.

Aim 4: Applications of IT

To develop an appreciation of the field of IT and its wide range of applications by

- 4.1 identifying the main features of IT systems by giving examples of the roles and applications of micro-processors, computers and transmission systems in commerce, industry, education, the media, public services and the home
- 4.2 relating applications such as graphics, networks, robotics, CAL information bases to the examples derived from 4.1 above
- 4.3 identifying basic functions and elements of software systems, such as information of message coding, transmission and processing
- 4.4 giving examples of uses of large electronic communications systems

- 4.5 listing, and analysing using a system diagram, the hardware elements (inputs, outputs, major sub-systems) of an electronic communication system
- 4.6 discussing the concept of distributed processing and describing the devices and techniques which enable machines to communicate
- 4.7 investigating the control, measuring and monitoring functions of devices associated with such equipment as the BBC Buggy, Robot Arm, Turtle, Graphics Pad.

Tutors and students should be aware that the objectives listed above may also apply to other core areas and that appropriate recognition should be given to their achievement.

CREATIVE DEVELOPMENT

It is intended that the aims and objectives presented under this heading should be developed throughout an approved CPVE course and should enable students to acquire, practise and transfer their achievements within a variety of relevant and integrated activities.

Main Aim

For young people both to become aware of their own creativity and develop their powers of critical judgement by experiencing, originating and participating in a range of creative and expressive activities.

Aim 1: Appreciation of Creative Processes

To undertake and explore creative and expressive activity so as to develop awareness of the range of creative and creative processes and individual responses to them by

- 1.1 identifying and experiencing a range of creative products – simple products with a day-to-day (e.g. household) function; products involving sophisticated modern technology and complex interaction with human beings in their use/realisation (e.g. motorbike, computer game)

- 1.2 participating in a range of creative activities – contributing to group activity such as production of course newsheet, play, video film; re-designing or finding new use for a used object
- 1.3 experiencing and analysing a range of cultural activities and events – ethnic, community, popular, serious, ceremonial, religious, sporting; different cultural forms and media
- 1.4 expressing a view of the creative purpose of the product or activity and the extent to which this has been achieved
- 1.5 communicating to peers feelings aroused by products or activities, preferences and reasons for these preferences
- 1.6 comparing own responses with those of others, suggesting reasons for differences
- 1.7 identifying areas where there is lack of response and suggesting reasons for this
- 1.8 identifying creative abilities which are common to a variety of contexts, including work.

Aim 2: Application of Creative Processes

To apply own creative and expressive skills to the practical world by

- 2.1 collecting and analysing a range of products reflecting own tastes and preferences
- 2.2 designing, planning and producing, as an individual and as a member of a group, a number of simple products with a specified purpose
- 2.3 participating in an expressive group activity
- 2.4 expressing own feelings through chosen expressive medium – writing, drama, dance, art.

Aim 3: Developing Critical Facility

To develop ability to make critical judgements in expressive areas by

- 3.1 participating in events which demand involvement and commitment, and events from which participants are distanced
- 3.2 applying basic criteria for appraisal in aesthetic areas
- 3.3 participating in exercises which seek to evaluate the influence of the medium in which an activity or process is carried out on the message which it conveys
- 3.4 expressing a view of the creative purpose of identified events
- 3.5 justifying personal likes and dislikes of self and others
- 3.6 identifying contrasting influences on others of their own cultures
- 3.8 express reasoned views on cultures distanced from self by historical, social, ethnic and age differences.

Tutors and students should be aware that the objectives listed above may also apply to other core areas and that appropriate recognition should be given to their achievement.

PRACTICAL SKILLS

It is intended that the aims and objectives presented under this heading should be developed throughout an approved CPVE course and should enable students to acquire, practise and transfer their achievements within a variety of relevant and integrated activities.

Main Aim

To develop practical, perceptual and related skills within a variety of contexts.

Aim 1: Matching Skills

To evaluate own skills in relation to those demonstrated by experienced practitioners and required by a range of tasks by

- 1.1 observing practitioners in a range of practical activities involving the application of practical skills
- 1.2 comparing work environments and their mental, physical and social requirements
- 1.3 identifying the competences required in each activity, against a check-list of practical skills
- 1.4 investigating the level and complexity of skills exhibited by an experienced/expert practitioner
- 1.5 identifying other practical activities which require the same skills
- 1.6 appraising own potential and preference in terms of the skills identified
- 1.7 collecting information on appropriate opportunities for application of practical skills in the locality
- 1.8 selecting activities which are most suited to own tastes and abilities.

Aim 2: Practising Skills

To carry out to an appropriate standard, a negotiated programme of activities both as a member of a group and as an individual by

- 2.1 using effectively a range of materials, equipment, tools and processes including, where appropriate, those associated with new technology
- 2.2 maintaining tools and equipment to standards required for safe and efficient use
- 2.3 exercising judgement by choosing appropriate shapes, colours, materials.

Aim 3: Evaluation of Performance

To evaluate own performance in relation to given tasks by

- 3.1 identifying additional skills required to achieve tasks more quickly and effectively
- 3.2 setting targets for future developments and proposing means of achieving them
- 3.3 participating in peer appraisal of skills and achievements

-
- 3.4 reviewing own tastes and assessing own abilities in the light of practical experience.

Tutors and students should be aware that the objectives listed above may also apply to other core areas and that appropriate recognition should be given to their achievement.

PROBLEM SOLVING

It is intended that the aims and objectives presented under this heading should be developed throughout an approved CPVE course and should enable students to acquire, practise and transfer their achievements within a variety of relevant and integrated activities.

Main Aim

To develop the confidence and ability to learn independently, to solve problems, to adapt to changing circumstances and situations, and to appreciate the value of developing self-reliance and self-organisation in all spheres of life.

Aim 1: Exploration

To explore a wide range of issues methodically and effectively by

- 1.1 sharing with other students personal experiences of problems encountered
- 1.2 comparing ways in which members of a group see these problems
- 1.3 discovering ways in which groups from differing backgrounds perceive and approach problems
- 1.4 establishing possible reasons for differences in perception and approach
- 1.5 finding out which problems are within the individual control or influence of people concerned
- 1.6 exploring and categorising, both as an individual and as a group member, a range of issues which are
 - within/without individual control or influence
 - soluble/non-soluble
 - personal/community/national/international
 - human/mechanical/natural
 - negotiable/non negotiable
 - avoidable/unavoidable

- 1.7 investigating methods by which individuals can try to influence situations over which they have no direct control
- 1.8 suggesting a line of action which might influence a chosen situation
- 1.9 devising a plan for tackling problems, taking account of the constraints in 1.6
- 1.10 planning, monitoring and evaluating, as an individual and as a member of a group, an event or course of action
- 1.11 identifying other areas and activities where these skills developed are relevant and indicating how they have been or could usefully be applied.

Aim 2: Development

To develop confidence, adaptability and a positive attitude to learning through experiencing and reviewing a variety of situations and processes by

- 2.1 identifying own strengths and weaknesses against a check-list of commonly used and transferable basic skills
- 2.2 analysing a series of tasks against the check-list of basic skills
- 2.3 applying relevant aspects of previous learning to new situations
- 2.4 identifying personal needs in terms of skill development
- 2.5 setting initial targets for development
- 2.6 undertaking a series of tasks and identifying the degree of ease or difficulty with which they were achieved
- 2.7 reflecting on a variety of experiences – past and present, from inside and outside educational situations – and identifying how these experiences have contributed to learning
- 2.8 re-defining targets for development.

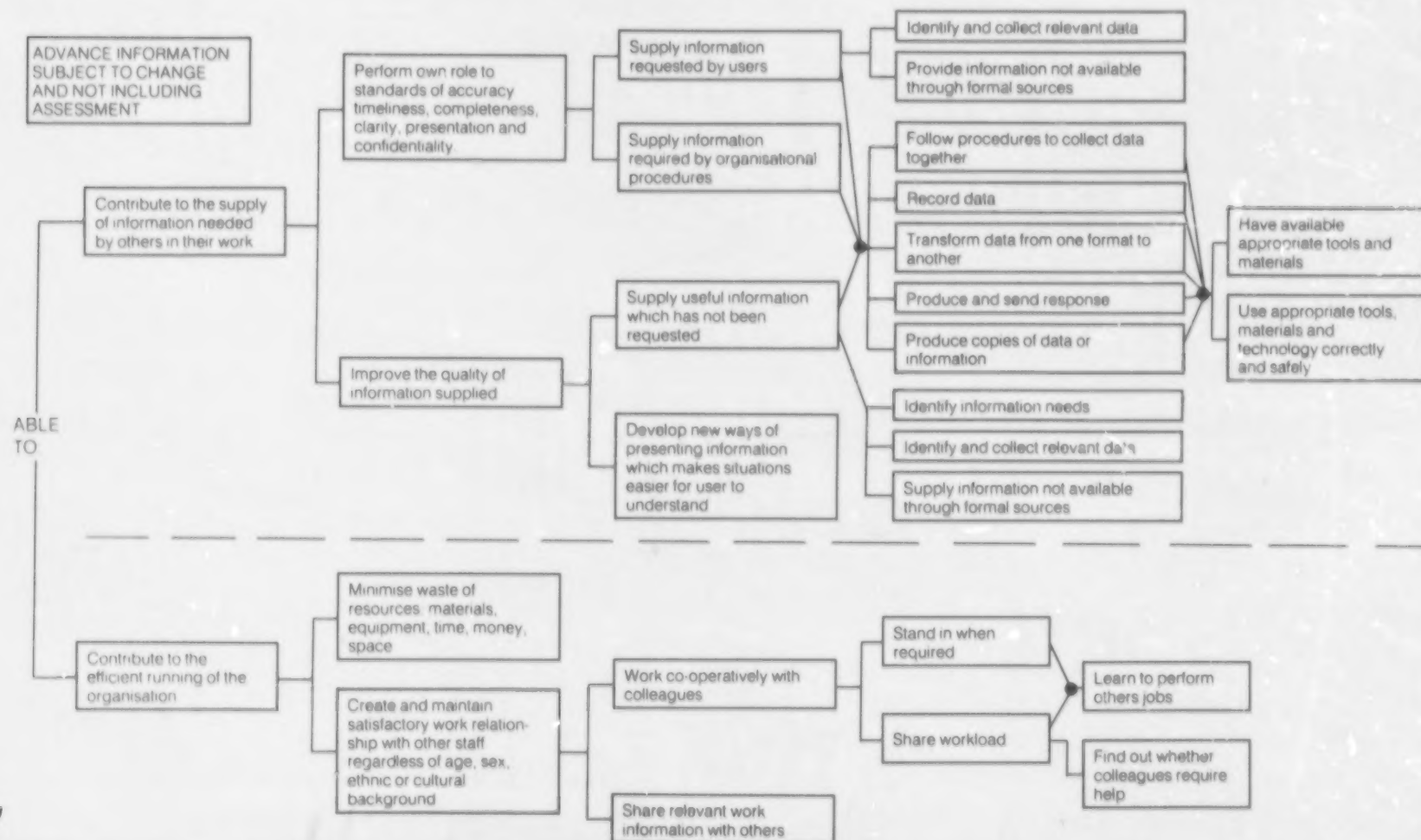
Tutors and students should be aware that the objectives listed above may also apply to other core areas and that appropriate recognition should be given to their achievement.

APPENDIX IV

SAMPLE WORK LEARNING GUIDE AND INSTRUCTIONAL DIAGRAM

Occupational Training Family Work Learning Guide

No.	OCCUPATIONS	KEY PURPOSES
1	Administrative, Clerical and Office Services	Information processing



OCCUPATIONAL TRAINING FAMILIES (OTF'S)

Introducing the
Work Learning Guide

What is the Guide for?

The Guide is designed to be used:

- in discussion between trainer and trainee
- to identify what Work Experience & Training (WE & T) is necessary
- to identify the relevance of each aspect of WE & T to the Key Purpose
- to identify progress and highlight where additional WE & T is required
- in discussion between employer and trainee to identify what competence the trainee has achieved
- in discussion between MSC and Managing Agent

How do you read the Guide?

Effective work performance is based on achieving the overall objectives of the OTF and not on the isolated mastery of technical, social or reasoning skills.

The Guide shows the relationships which make it possible to organise Work Experience and Training to serve the purposes of the OTF as a whole.

—to identify what the trainee is able to do

Read from left to right, asking for each box:

"What can I do to demonstrate my competence to somebody else? I can do what follows in the box(es) to the right.

—to identify why each competence is relevant to the trainee and the OTF

Read from right to left, asking for each box:

"Why do I need to be able to do this?

Because I need to be able to do what follows in the box(es) to the left."

What is a Work Learning Guide?

The Work Learning Guide shows for each OTF:

- the Key Purpose of occupations within the OTF
- an analysis of what competence is essential to achieve that purpose in a wide range of jobs within the OTF.

What is the Objective of the Training Programme?

On completion of the programme, trainees should:

- be able to perform effectively in real work situations
- and
- be able to transfer their competence to other, unfamiliar jobs within the same OTF.

What about assessment?

A note on assessment of trainee performance will be added later.

How do you relate the OTF to Work Experience?

Trainees should be encouraged to relate every experience, including those relevant to core areas, to one of the paths through the OTF chart.

Job specific/technical skills are an essential aspect of all work. Although they do not appear on OTF charts, they can be added to boxes shown  and can then take account of particular circumstances.

Not all jobs offer opportunities for the acquisition of all the competencies essential to an OTF or to a substantial occupational branch. Eventually such deficiencies should be made good by experience/training.

Some jobs offer opportunities to acquire competencies relating to more than one OTF. The training programme should however ensure that at least one OTF is completed in its entirety.

APPENDIX V

THE REGIONAL CURRICULUM BASE INITIATIVE

1. A major strand of FEU policy in providing practical support for the development of vocational preparation has been the establishment of a national network of Regional Curriculum Bases in co-operation with the Regional Advisory Councils for Further Education in England and Wales (RAC's)*. Beginning with the pioneering work of the West Midlands Base the network reached completion in September 1984 with 11 bases covering the ten RAC areas and Northern Ireland. Full details of these Bases are provided in the accompanying chart.

2. The main aims common to all the RCB's are:

- (a) to support curriculum development generally in the areas of vocational preparation;
- (b) to initiate and support staff development activities in areas of vocational preparation;
- (c) to create/develop a network of interested persons/institutions throughout the region;
- (d) to develop an information service and resource collection.

3. All of the Bases are, or have been, in receipt of FEU pump-priming support. Some Bases have, however, managed to achieve additional funding from their constituent LEA's and this has provided a firmer foundation and allowed more extensive activities to be undertaken. All of the Bases are controlled through management/steering committees normally convened through the Regional Advisory Council and having representation from the constituent LEA's.

4. These functions are founded on the broad FEU premise that curriculum development and staff development are complementary and interdependent. FEU policy is to seek to develop, and help others develop, mechanisms which support the activities of staff in their own colleges. Thus along with the FEU's involvement with other networks of LEA Local Information Centres and of college-based staff developers, the RCB's are intended to provide a dimension of regional support for which is

essentially a college-based activity—that is curriculum-led staff development.*

5. The development and expansion of the FEU's RCB programme has taken place alongside the emergence of the MSC-sponsored Accredited Training Centres, which are responsible for the provision of staff training and development of YTS staff in all the agencies, including the FE colleges. Much of the early work of the RCB's has been concerned with exploring ways in which they might extend co-ordination and collaboration between the FE system and the Accredited Centres.

6. The FE Service and the Accredited Centres have been encouraged to work closely together. *DES Circular 6/82* The Youth Training Scheme: implications for the education service asked LEA's, through the Regional Advisory Councils, to submit plans for a coordinated approach to staff development for YTS. The DES letter of 30 June 1983 to LEA's, RAC's and FE colleges entitled 'Staff Development for YTS' (endorsed by the MSC) indicated that despite a variation in quality and quantity of regional provision, common elements have emerged. It emphasised the need for coordination of the work of all the agencies (FHE, industry, voluntary bodies and the MSC) which were to provide staff development.

7. Following the DES initiative the FEU has, jointly with the MSC, produced a set of guidelines** to enable FE institutions to take full advantage of potential markets and funding. The local and regional remit of the Accredited Centres clearly has strong implications for the Regional Curriculum Bases and ways in which RCB's could further develop relationships might include:

- (i) establishing close links with the MSC Regional Development Officers to explore areas of common interest;
- (ii) liaising closely with local Accredited Centre Co-ordinators;
- (iii) ensuring adequate representation of MSC and Accredited Centre staff of RCB Steering/Management Committees;

* See *The regional curriculum base initiative* FEU, May 1984 for a full report on the review and progress of the establishment of RCB's, and *RCB News*, FEU, 1985.

* See *Teaching skills* FEU 1982

** NTI: *FEU/MSJC Joint Guidelines* No. 2. Staff development for the youth training scheme—Co-operation with Accredited Centres

Regional Curriculum Bases—Locations and Contacts

Regional Advisory Council	Constituent Local Authorities	Regional Curriculum Base Location	Base Officer	Base Director
Regional Advisory Council for FE—London and SE Region Director: D T N Bennett Tavistock House South Tavistock Square LONDON WC1H 9LR	Bucks; E Sussex; Essex; Herts; Kent; Surrey; Inner London; Barking; Barnet; Bexley; Brent; Bromley; Croydon; Ealing; Enfield; Haringey; Harrow; Havering; Hillingdon; Hounslow; Kingston upon Thames; Merton; Newham; Redbridge; Richmond on Thames; Sutton; Waltham Forest	RCB Room A3 Garnett College Roehampton Lane London SW15 4HR	Ron Brown 01-789 6533 Ex 257	DTN Bennett (RAC)
Southern Regional Council for FE— Secretary: T A Connor 26 Bath Road, Reading RG1 6NT	Berks; Hants; Isle of Wight; Oxfordshire; West Sussex	Southern Regional Council	Christopher Cannon 0734 52120	T A Connor (RAC)
Regional Council for FE for the South West— Secretary: F S Fisher Wessex Lodge 11/13 Billefield, Taunton Somerset TA1 3NN	Avon; Cornwall; Devon; Dorset; Glos; Isles of Scilly; Somerset; Wilts; Guernsey; Jersey	Royate Hill Centre Royate Hill Fishponds Road Bristol BS5 6F1	Peter Hodgson 0272 520487	FS Fisher (RAC)
West Midlands Advisory Council for FE— Secretary: K P Storer Norfolk House, Smallbrook Queensway, Birmingham B5 4NB	Herefordshire & Worcs; Shrops; Staffs; Warks; Dudley; Birmingham; Coventy; Sandwell; Solihull; Walsall; Wolverhampton	Faculty of Education Wolverhampton Poly. Castle View Dudley DY1 3HR	David Draycott 0384 59741	K P Storer (RAC)
East Midlands Further Education Council— Secretary: R Ainscough Robins Wood House, Robins Wood Road, Aspley Notts. NG8 3NH	Derbyshire; Lincs; Leics; Northants; Notts	East Midlands FE Council	Gordon Stewart 0602 293291	R Ainscough (RAC)
East Anglian Regional Advisory Council for FE— Secretary: J McCutcheon 2 Looms Lane, Bury St Edmunds Suffolk IP33 1HE	Beds; Cambs; Norfolk; Suffolk; Essex	East Anglian Regional Advisory Council	Robert Hawkins 0284 64977	D Lock (RAC)
Yorkshire and Humberside Association for Further and Higher Education— Secretary: M Neale Bowling Green Terrace Leeds LS11 9SX	Humberside; N Yorks; Barnsley; Bradford; Calderdale; Doncaster; Kirklees; Rotherham; Leeds; Sheffield; Wakefield	Yorkshire and Humberside Association for Further and Higher Education	Graham Hills 0532 440751	M Neale (RAC)
North Western Regional Advisory Council for FE— Secretary: D W Brown Town Hall, Walkden Road Worsley, Manchester M28 4QE	Cheshire; Cumbria; Derbyshire; Lancs; Bolton; Bury; Manchester; Oldham; Rochdale; Salford; Stockport; Tameside; Trafford; Wigan; Liverpool; St Helens; Sefton; Wirral	North West Regional Advisory Council	Norman Bailey 061 702 8700	D W Brown (RAC)
Northern Council for FE— Secretary: J Pearce 5 Grosvenor Villas Grosvenor Road Newcastle-upon-Tyne NE2 2RU	Cleveland; Cumbria; Durham; Gateshead; Newcastle-upon- Tyne; North Tyneside; Northumberland; South Tyneside; Sunderland	School of Post Experience Studies New College Nevilles Cross Centre Durham DY1 4SY	Bede Mullin 0385 47325	J Pearce (RAC)
Welsh Joint Education Committee— Secretary: J L Brace 245 Western Avenue Cardiff CF5 2YX	Clwyd; Dyfed; Gwent; Gwynedd; Mid-Glamorgan; Powys; South Glamorgan; West Glamorgan	WJEC 4th Floor, Arlbee House Greyfriars Road Cardiff CF5 2YX	Fran Hulbert 0224 817531	M S Lewis (WJEC)
Dept of Education, Northern Ireland— Rathgael House, Ballo Road Bangor, Co. Down Northern Ireland BT19 2PR	Education and Library Boards: Belfast Area; North Eastern Area; South Eastern Area; Southern Area; Western Area	Ulster University Jordanstown Newtownabbey County Antrim BT37 0QB	Trevor Neilands 0231 65131	J A McAleer (Ulster University)

-
- (iv) acting as a mediating/liaison body between Accredited Centres and colleges;
 - (v) providing information to Accredited Centres on such matters as clientele, needs, demands etc.
 - (vi) participating in the actual provision of staff training either as contributors to general programmes of the Accredited Centres or provision for particular groups;
 - (vii) the production of materials for Accredited Centre programmes.

It is gratifying to the FEU that in many areas local support for RCB's has enabled them to continue and extend their activities beyond the period of FEU pump-priming support. There is evidence that the work so far achieved demonstrates the potential of such a network in other areas of curriculum and staff development beyond vocational preparation. The modernisation of occupational training under the MSC's New Training Initiative (Objective 1), new technology and some of the issues arising out of the *Training for jobs* White Paper are examples of major developments likely to impact on more mainstream FE in the near future. The programme of joint FEU/MSD regional seminars hosted by RCBs in late 1984/85 on the modernisation of occupational training is a good example of how RCB's can contribute to this process. The extension and expansion of the support activities of the RCB network, co-ordinated by the FEU, can provide an important dimension in the promotion and mediation of such changes.

APPENDIX VI

SUSSEX TRAINING (WEST)

Introduction

Chichester College of Technology participated in the 'College Based Self-Evaluation of YTS', which was linked to FEU's main evaluation of YTS. The following is abstracted from a further report which traces the establishment of a mode 'A' YTS Managing Agent in which the college is involved.

Background

During the summer of 1982 there was a general feeling with the business community in the Chichester and Bognor Regis area that employers should endeavour to help the young unemployed. At this time the college had formed a Department of General Vocational Preparation to develop an effective and coherent approach to the change in training heralded by the MSC's 'New Training Initiative'. It was seen in the college that YTS would become a major part of the work of the college, the 'New FE' which YTS typified would mean great changes both to the curriculum and teaching methods. Direct and significant involvement as a major provider of YTS in the area could enhance the college experience of such changes and strengthen its ability to face future changes.

Initial discussions between interested employers and the college resulted in a proposal being drawn up to form a Consortium Managing Agency which would enable employers, the local careers service, the college and trade unions to collaborate together to deliver a YTS designed to meet local needs. Sussex Training (West), a company limited by guarantee was formed, a Memorandum and Articles of Association were drawn up based on an agreed constitution and charity status was obtained. Sussex Training is a company independent of West Sussex County Council and even the College of Technology, it is a policy making 'board' more akin to a 'holding company' but it turns to the college as the appropriate arm of West Sussex County Council to provide its administrative function.

Marketing

From the outset it was apparent that to start up a new training agency would require considerable publicity. It

was important to ensure that market recognition and acceptability of Sussex Training was developed and that the training was promoted. An analysis of market requirements leading to training design and subsequent advertising of training packages was necessary. In order to gain market local recognition and acceptability a planned programme of press releases was carried out over the period from October 1982 until July 1983. These were coupled with advertising in both local newspapers and local radio. Material published to gain local market acceptance and recognition was intended for consumption by local employers, young people and their parents. It was necessary to attract sufficient employers to provide places to meet the MSC's target of 600 places in the first year. This part of the campaign was successful in that many local employers hearing of or reading about Sussex Training telephoned the office to offer places and MSC's target was easily achievable. The aim of promoting YTS and Sussex Training to young people and their parents was less successful.

Chichester College of Technology undertook to provide the major effort in the task of marketing YTS to local employers. Ten staff drawn from all the departments of the college expected to be involved in YTS were briefed to visit local employers to secure their support for Sussex Training. These college staff were asked to visit between 30 and 50 local employers drawn from a list of 'good' YOP Work Experience Providers and sympathetic employers. The Marketing Team were briefed that:

- (i) they were not to undertake a 'hard sell' but to offer partnership in YTS;
- (ii) they were promoting YTS and Sussex Training not the college, although it was to be highlighted as one of the Sussex Training's strengths;
- (iii) only one visit would be made to each employer so *all* training opportunities should be explored. This required an ability to look beyond the staff's own departmental limits.

As YTS was a new idea to young people and their parents recognition was very difficult to obtain, advertising was carried out in local papers, on all buses operating in the western part of West Sussex and on local radio. Schools, libraries, community centres etc had posters and literature

sent to them with a request to display, talks were given and promotions staged at careers conventions.

When the final totals of recruitment were made Sussex Training had attracted 208 trainees out of a total YTS intake for the area of just under 500. It had achieved the largest number of trainees amongst local managing agencies but still had unfilled places. Many young people preferred to stay on at school rather than take part in YTS, a new scheme of which they knew little.

The Marketing Team were also required to explore with employers the skills/activities/procedures which they would require young people to undertake at work. These reports were used to help determine the content of off-the-job training courses.

YTS Marketing Team

The documents below were used in briefing the marketing team and demonstrate clearly the market-oriented approach adopted at Chichester College of Technology.

General Background Brief

It is the college intention to promote a single Youth Training Scheme Managing Agency in its catchment area known as 'Sussex Training'. There will be other Agencies which may approach the college to provide off-the-job training and courses will be provided for them but they will not concern the marketing team. Examples are CITB and PETAL. A single large agency, Sussex Training, which is employer-led but using the college as its administration enables college, employers, the careers service and MSC to ensure that all young people using it will receive a fair deal.

YTS is a flexible scheme allowing one year of education, training and work experience to be assembled for virtually any occupation. There are certain criteria which must be met of which the most important are:

- (i) the complete scheme must last at least one year;
- (ii) there must be at least 13 weeks of off-the-job training;

(iii) there must be a minimum of 6 months work experience;

(iv) a scheme must be broad in concept, not single job orientated;

(v) the scheme must develop computer literacy;

(vi) young people on the scheme must be supervised at all times and properly monitored and profiled.

The above are the major criteria. Others can be found in the *Youth task group report MSC, 1982* and are more concerned with detail.

Aims of the Marketing Team

It is fundamental that all members of the team understand clearly that they are marketing YTS, Sussex Training and the college. You are NOT selling any department, Vocational Preparation or your own. This is vital as each team member will visit a range of employers, some from industries already known but others from industries as yet untouched by the college. Equally each employer will be visited once, so each team member will explore ALL of that employer's YTS possibilities whether clerical, manufacturing, service or other. You will need to help the employer explore his/her own business in terms of YTS.

Team members will need to explain that YTS was designed by MSC national headquarters to suit large employers who could provide work experiences and had training establishments able to give off-the-job training. monitoring et al, West Sussex is full of small employers who need their employees working to stay solvent. The only way they can offer YTS is as part of a consortium which will provide the off-the-job training, administration, monitoring et al, i.e. Sussex Training.

YTS provides an employer with a financial incentive to choose to take on 16 year olds and have them trained to his requirements rather than to employ someone else. YTS will, if used in this way, pick up part of an employer's wage bill. Bearing this in mind an employer can afford to make a tax-deductible contribution to YTS. A 13 week off-the-job training scheme will cost £100 and a 23 week off-the-job scheme £380.

If an employer joins Sussex Training he/she may recruit his/her own trainee (Sussex Training will arrange this for the employer if it is inconvenient). The employer will then notify Sussex Training of the trainee's name. It will then claim the MSC grant of £1950 plus £100 managing fee and arrange for the trainee his/her weekly allowance (currently £25). Some employers will wish to pay their trainees themselves and in these cases Sussex Training will pay the allowances to the employers.

There are two types of off-the-job training and work experience.

- A. 13 weeks in college and 36 weeks work experience.

These 13 weeks may be arranged as

- (i) 13 week block (to start the YTS year) – likely to suit operatives and electronics assembly
- (ii) 3 week block, 36 days day-release, 3 week block – likely to suit retail, wholesaling, clerical

- (iii) 2 day a week day-release in college terms only – likely to suite clerical

- B. 23 weeks in college and 23 weeks work experience. This will probably be arranged 8 weeks in college, 8 weeks work experience alternating, last block 7 weeks only.

Employers must decide which package they wish to use – craft/technician apprentices are likely to require 23 weeks whereas retail and operative 13 weeks.

The essential points of YTS as offered by the college via Sussex Training are as outlined above. Other details will become clear as you undertake visits. You should bear in mind that this is not a hard selling exercise; it is instead an offer of partnership in a determined attempt to make YTS work for everyone's benefit in West Sussex.

Check-List

An example of the check-list used by the marketing team as a guide is shown below.

(1) EXPLAIN YTS

- | | |
|---------------------|--|
| Have you explained? | —explain for employed and unemployed,
it is for school leavers,
it provides a broad training for an industry not one specific job. |
| Have you said? | —employers need not join the consortium, they may 'go it alone',
it is more difficult and more expensive to 'go it alone'. |

(2) SUSSEX TRAINING

- | | |
|---------------------|--|
| Have you explained? | —It is a consortium of local employers,
it is led by Anthony Nelson, Chichester's MP, Terry France, Chichester's Mayor and David Skelton of the Federation of Sussex Industries,
it is designed to permit ALL local employers to join,
the Careers Service and Chichester College of Technology are both members. |
|---------------------|--|

(3) *SERVICES OF SUSSEX
TRAINING*

- Have you explained? —Sussex Training will provide a complete administrative system for YTS,
Sussex Training will monitor as required by MSC, all trainees.
Sussex Training provide off-the-job training for all trainees.
- Have you discussed the broad outline of the YTS year? —Recruitment may either be by employers on behalf of Sussex Training following pre-selection by Sussex Training or directly by Sussex Training,
all trainees will be registered with Sussex Training thereby avoiding union problems,
payment of allowances will be made by Sussex Training either to the sponsoring firm or to the trainee directly,
Sussex Training will handle all administration with MSC.

(4) *THE UNDERLYING OFFER*

- Have you explained? —an employee costs a company a minimum of £2,000 per annum in wages and National Insurance contributions. (CBI figures).
YTS is a way of recruiting staff,
YTS trainees receive an allowance from the government instead of wages,
YTS trainees can perform useful work,
YTS trainees must receive a minimum of 3 months, maximum of 6 months off-the-job training and education,
therefore YTS will shift an element of an employers wage bill,
firms using YTS can afford a financial contribution to YTS.
- Have you pointed out? —13 weeks costs including monitoring total £100 per trainee,
23 weeks costs including monitoring total £400 per trainee,
employers interests are safeguard by the Board of Sussex Training on which 14 of the 18 members are local employers.
Employers and young people have the quality of YTS courses safeguarded by the involvement of Chichester College of Technology and the Careers Service.

FEU Commentary

Sussex Training illustrates one colleges response to YTS which provided distinct advantages from the organisational and control aspects. The college had a clearer assessment of demand for off-the-job provision, in terms of structure they were able to stagger and spread their commitment more evenly. Direct contact with employers facilitated integration, individual employers needs were understood, the working environment and on-the-job training situation became familiar to college staff who through visits to industry were able to design more relevant off-the-job provision and provide more informed guidance and counselling to trainees

The opportunity for staff to be involved in the recruitment, selection and training needs identification process creates a higher level of understanding and reinforces the value of an overall marketing strategy.

This initiative entailed much additional work and considerable marketing effort, but the scale of the provision which resulted, and the support of employers, enable this first year experience to be carried forward successfully. It demonstrates how a college can lead and influence the education and training strategy in a locality; a predominance of small employers though creating more work for the marketing team probably worked to the colleges advantage and reinforced needs for a consortium approach.

APPENDIX VII

SOUTH BEDFORDSHIRE TRAINING CENTRE

Background and Description of the Scheme

In September, 1981, Bedfordshire County Council set up a steering group to promote universal vocational preparation for school leavers. In 1982 a Foundation Year Project was set up which catered for 460 of South Bedfordshire's school leavers. The Project's administrative base, the new South Bedfordshire Training Centre, is in two converted disused school buildings in Luton. The training takes place in there and in certain workshops in five local colleges.

Relation to National Developments

The Project incorporated the MSC's aims for national skills training, as published in *NTI: an agenda for action* and the *Youth task group report* and supported by central government. Although only unemployed school leavers joined the Project in the first year, the scheme was not intended simply as a short term answer to joblessness. Through integrated training and work experience, Project staff, employers and trainees together negotiated and carried through an extensive and rigorous programme to develop a skilled and aware young workforce. The scheme incorporated all those elements called for within the Youth Training Scheme:

- induction
- personal assessment
- record and review of progress
- core skills (e.g. numeracy and literacy, communications, decision making and problem solving, some practical skills)
- occupationally based training
- planned work experience
- off-the-job training and further education
- guidance and counselling
- life skills

However, most of these elements were seen as perspectives of the Project, rather than as distinct components.

Entry to the Project

Since May 1982, the Foundation Year Project has been one of the opportunities raised with school leavers in South Bedfordshire. By September more than 700 youngsters had shown initial interest in joining the Project and the eventual demand for places exceeded its capacity. During recruitment, staff make it very clear to applicants that the training was tough and sustained, involving long hours, a high standard of personal conduct and rigorous assessment. We were encouraged that in most instances this was welcomed by intending trainees.

With 460 trainees the first year, the Project was large, as befitted the youth training need in South Bedfordshire. With the exception of agriculture, broad foundation skills were developed to match most job opportunities which currently existed for young people or are likely to do so. The skills are directed towards the broad job families of office work, computing applications, retail and distribution, several forms of engineering, construction, scientific and technical work, textiles and clothing, catering and food service, design applications and caring services.

A very tentative choice of one or several sets of skills is made before a trainee joins the Project. However, changes of skill and job interest are expected and planned for as a consequence of trainees exploring their strengths and affinities during 44 weeks of training. This responsiveness is a direct result of the Project's size and occupational breadth.

Training Structure

The Project alternating blocks of full-time training and work experience located in employers' premises.

Induction and Assessment	2 weeks
Training	6 weeks
Work experience/day release	8 weeks
Training	8 weeks
Work experience/day release	16 weeks
Training	4 weeks

Through this structure, the off-the-job training is able to anticipate, support and reflect upon the work experience placements.

Clearly many interests have to be reconciled, and fears allayed, in an experience-led scheme such as this. Local employers and workforces are investing their time and concern to devise planned and effective work experience placements. The assessment procedures, log books and day-release training elements are helpful aids to close monitoring and a high quality of experience. Work experience venues range from the two person company to a major firm and public sector department. When adopting a placement, Project staff note the activities to be experienced with great care. They also try to define and record the atmosphere of each organisation, because the contexts in which activities occur will often be as important as the activities themselves in creating success or failure.

Training Principles

Trainees must demonstrate that they possess the capacity to train for their chosen occupational area, and also to cope with a job requiring that training. Therefore, while the Project as a whole recruits trainees with a very wide spread of ability, some training programmes are inevitably more complex than others. Within each training group there are as many starting points as there are trainees, and also as many learning speeds and targets. So learning is individualised and active, and as such requires considerable professional competence and insight on the part of the tutor. Project staff have been recruited with caution, and an extensive staff support and development programme is underway. Everyone in the Project, whether staff or trainee, is party to a training agreement, and the Centre's policies for operations and conduct are modelled on enlightened industrial relations practice. The importance and near adulthood of the trainee has been enhanced by involving them in running several of the Centre's daily services: reception, clerical support and the cafeteria.

We have assured the MSC that training capacity will remain at 460. Thus we may process as many as 600 trainees in the course of the year.

By starting as an entirely new venture, we have been able to appoint and deploy staff to maximum effect, and insist on flexible and enlightened practices. Thus many of the issues which may arise from encrusted staff views and hostile trainee reactions have been avoided, and a sense

of teamwork quickly emerged. The Project has succeeded as a transferable model for the Youth Training Scheme, and is demonstrating its practical value to school leavers and to their ultimate employers and colleagues.

FEU Commentary on Appendix VII

An example of Bedford Education Authority negotiating and promoting an initiative on behalf of MSC and in partnership with industry, commerce and other local interests. The project's administrative base is the South Bedfordshire Training Centre, Luton; training also takes place in certain specialist areas of the Luton College of Higher Education, Dunstable College, Barnfield College, (Luton) and Houghton Regis Upper School and Community Colleges.

Through integrated training and work experience, project staff, employers and trainees together negotiate and carry through an extensive and rigorous programme to develop skills and awareness. A tentative choice of one or several sets of skills is made before a trainee joins the project. However, changes of skill and job interest are expected and planned for as a consequence of trainees exploring their strengths and affinities during training. A firm counselling base is established during 4 weeks initial induction and skill training. Initial course selection then takes place for progression onto their Business and Information Skills training (4 training schemes), Human and Creative Services Training (3 training schemes), Manufacturing and Processing Skills (5 training schemes) or a Broad Employment Skills route which may be a sensible choice for young persons undecided about their job interests or who wish to benefit from a wide occupational training and then transfer to a single skills training group part way through the 44 weeks programme. The occupational grouping of these schemes not only promote the acquisition of basic skills but facilitates transfer to take place. Trainees are accepted onto the project only if there is reasonable expectation of a placement.

In week 4 employer interviews are set up. Substantial personal guidance and counselling throughout the year is combined with organised appraisal via a system of profiling to indicate to the project staff and the trainee the personal achievement and standards of competence

being reached. This assessment forms the base of documented evidence available for discussion during counselling with the trainee, and a copy of the profile will be available to the trainee at all times within his/her log book.

This profile will also be available for professional use by the MSC and the careers service liaison officer, and for the trainee when he/she leaves the scheme.

Whilst on the project the trainee attends for 35 hours per week excluding meal and other breaks. For work experience careful integration of trainees into the working hours of the company is attempted in order to derive maximum benefit from the placement and ensure relevance. Major strengths of this scheme are the close integration, the opportunity to select from a choice of programmes including a broad based one, and the attention paid to initial assessment and regular review and trainee guidance throughout.

The FEU has supported an evaluation of this enterprise (Research Project 109), and a project report will be available from the FEU in the Autumn of 1985.

APPENDIX VIII

EVALUATION OF FE ROLE IN YTS— SUMMARY AND SURVEY RESULTS

Following the publication of the first edition of *Supporting YTS* in May 1983, the FEU Board of Management approved a research project (RP157) to evaluate the FE contribution to YTS. The aims of the project were:

1. To identify the nature and degree of involvement of FE's response to YTS having regard to the NTI framework.
2. To appraise the curricular and organisational relationships that exist between FE establishments and other agencies involved in YTS.
3. To assess curricular change and changes in pedagogic style as a result of YTS involvement.
4. To evaluate the FE contribution both in terms of inputs and outputs.
5. To evaluate the roles and perceptions of trainees, tutors, FE managers, employers and others associated with the FE contribution to YTS.
6. To examine the staff development needs that arise from the above and appraise the extent to which they are met.
7. To develop techniques and instruments for local FE self-evaluation in this area.

The project team completed their evaluation in September 1984 and the following is an abstract from the summary and findings of the final report.

College Sample

The report covered a sample of 30 colleges in the Midlands and Cheshire and compared them with the national and local YTS 'market'. The numbers attending FE colleges for their off-the-job training were extremely variable. Some colleges in the East Midlands 'Shires' received about 80 per cent, whereas colleges of the West Midlands received as little as 40 per cent of the trainees registered in the YTS.

Over 17,000 trainees were included in the sample and the project team met and discussed the YTS programme with about 2,000 of them. Colleges in the sample identified

2,810 full-time and part-time staff as being fully or partly involved with teaching on YTS courses, and it was estimated that about 40 per cent of FE teaching staff had some involvement with YTS trainees.

YTS in Perspective

YTS represented a small percentage of total college work (usually between 10 per cent and 30 per cent of the student hours taught in the sample colleges). It was unevenly spread across departments, created a disproportionate number of administrative problems and made heavy demands on staff who felt they were not given the support or adequate remission time to improve and develop schemes. Colleges felt that they had been unable to negotiate or develop fully integrated schemes with most Managing Agents. Constraints of funding had also inhibited the development of more ideal schemes and made organisation and curriculum integration between on and off-the-job difficult.

The survey found Mode A attracted better quality recruits than Mode B and a high proportion of Mode A trainees (90 per cent) attended courses leading to external certificates.

Where colleges had been able to plan an entire programme, as with many Mode B2 schemes, a high degree of organisational integration had been possible, and there were some enthusiastic trainees on B2 courses although the courses were not leading to a recognised qualification.

Senior college managers recognising the different nature of YTS, supported, encouraged and were committed to the scheme. A general picture emerged that FE had coped well with the introduction of YTS given the short lead time and problems of double planning and uncertainty at the start of the scheme. Lack of clear directives, firm policy and insufficient information about YTS trainees that would be recruited exacerbated the college problems of planning for YTS. MSC forecasts were generally optimistic in terms of quantity and quality of trainees expected in the new scheme.

In the circumstances, college management and staff can be proud of the results achieved in coping with the introduction of YTS. Disappointing features of YTS have

been the distancing of colleges from employers and the general failure of broad-based integration. Attention needs to be given to 'marketing', and matching the potential of the FE college to the needs of the labour market.

Organisational and Curriculum Relationships

More flexibility of course structure is desirable in order to effect better co-ordination of YTS across departments and time-tabling needs review. Classroom periods can be too long for trainees of lower ability. Colleges who had experimented/innovated in respect to an extended college year found the benefits not proven and roll-on roll-off provision presented difficulties and was feasible only for lower level courses. Modularisation is highlighted in the report as worthy of further consideration.

Initial briefings by careers officers, and induction, were found to be crucial to the motivation of trainees. YTS induction, ideally, should be a joint exercise between Managing Agent and college, and should not be just directed at the off-the-job element. Staff need time allowances for visits to the work place and for guidance and counselling, although the report emphasises problems in this latter respect due to discontinuity of attendance. The preferred mode of attendance was a combination of day release and block release which seemed to present the greatest opportunity to effect a fully integrated curriculum.

The team found enormous variations in workload and a wide divergence of college organisation for YTS ranging from a 'bolted on' approach to the establishment of a 'special unit'. Most colleges appointed YTS co-ordinators at various levels and the success of off-the-job provision could be largely attributed to the personality and efforts of co-ordinators in guiding staff and furthering contacts with Managing Agents and work experience providers.

Curricular Change

YTS brought with it a heavy involvement of college staff in all departments and a new clientele for whom traditional FE courses were sometimes inappropriate and for whom a broader yet less demanding content needed to be

provided. Many teachers experienced difficulty in seeking the most effective approach in dealing with YTS trainees of lower ability. It was found that YTS programmes for lower achievers tended to exhibit greater inventiveness of pedagogic style. Core skills had created the greatest problems, yet the team found that when ex-specialists (say engineers) taught basic skills a reasonable degree of success was achieved and this tended to suggest that more basic skill teaching could successfully be given to teachers of vocational skills.

Modification of traditional methods is called for, particularly the development of work related projects and practical assignments. In the first year of YTS, RCBs had proved useful only to a limited extent, yet they seemed to possess considerable potential as agents for change and this had not been fully realised. Negotiation mostly occurred during induction and in some cases core skill areas were the subject of learning contracts.

Many FE teachers had found it necessary to associate all the elements of a broad based curriculum with the occupational objective rather than isolate the various elements and learning opportunities. Guidance that was linked to the events of the moment was likely to be more effective than a programmed activity and teachers should regard guidance as an integral part of the curriculum instead of a separate entity. The virtual loss of residential experience was regretted.

Inputs and Outputs

Misconceptions had arisen regarding YTS on-the-job training programmes and the off-the-job element underlining the need for better co-ordination and improved integration. The training aims of YTS should also be made much clearer to trainees.

The team found specific design goes by the board when trainees were fitted into existing day release courses on an infill basis, and colleges were often given little opportunity to make a design input during the planning of programmes.

Project based methods of teaching should be used to motivate trainees and encourage the process of personal development. Whenever possible the trainees should be

trusted with adult responsibilities so that maturity and self confidence can be promoted.

Roles and Perceptions

Trainees held high expectations of YTS in job terms, very few regarded the year as a period during which they could gain some basic skills and then consider possible areas of employment. Quite frequently the trainees aspirations for employment in a particular job changed during the year. Some trainees felt that staff were not prepared to listen to their individual requirements and make changes to the training programme. Colleges could do more by investing greater responsibility in the trainees themselves by adopting a more trainee-centred approach in all departments and 'contracting' with the trainees so that things happen for the trainees themselves.

The role of the YTS co-ordinator was seen as important. Many co-ordinators had the support of college management but felt some lack of authority to carry out an evolving job for which in most cases no job description existed.

Lecturers found themselves allocated to YTS teaching for a variety of reasons, and a majority showed various degrees of reluctance to change and were less enthusiastic about YTS than their other FE commitments. Overall the survey did not find many teachers who achieved fulfilment from their YTS work.

Staff Development

At the start of the YTS the main staff training needs centred on gaining information about the YTS mechanics; MSC rules and regulations; and how the YTS related to traditional work and known curriculum. With the operation of schemes additional needs were identified:

- (i) counselling and guidance
- (ii) integration of the core skills
- (iii) procedures of recording and assessment
- (iv) motivation of trainees and student-centred training approaches

(v) dealing with student unrest and misbehaviour

(vi) working with the 'low achiever' – particularly in subjects such as computer appreciation

(vii) liaison with other agencies to effect the integration of off-the-job education and training with work experience

(viii) work-based project assignments

While many staff had considerable experience of vocational preparation others lacked this experience. Some staff failed to appreciate that YTS depends on partnership between agencies to effect an integrated programme.

Many staff were unable to identify their own needs and assumed that their previous FE teaching experience was adequate to the task. However the report identifies a list of training and development needs produced by more perceptive staff.

Self Evaluation

Colleges had not decided how they could approach the requirement to evaluate their YTS performance and lecturers had not thought it necessary to undertake any regularised evaluation.

The report suggests a 5-stage self evaluation covering marketing, scheme formulation, contract, co-ordination, and assessment of outcomes. Each stage of this process can be seen in two dimensions both in-house and on an inter-agency basis.

The project sample of 30 colleges does not give a complete picture, but the results are sufficiently exhaustive to be of some value to the problem of providing performance standards. During the survey, the team attempted to assess each college under 58 different headings related to their work in the YTS. The results from each college were translated onto a numerical scale and then averaged to give performance norms. The full report *Evaluation of FE role in YTS* (RP157) is available from FEU and is particularly valuable for colleges wishing to evaluate and compare their performance in the YTS.

APPENDIX IX BIBLIOGRAPHY

Careers and Occupational Information Centre (COIC):

Newscheck – quarterly

YTS Catalogue 1984/5.

Department of Education and Science (DES)

The YTS: implications for the education service,
Circular 6/82

The YTS in FE 1983/84 HMI Report 137, 1984.

Department of Employment (DE)

Employment Gazette – monthly

Employment News – monthly

NTI: a programme for action Cmnd 8455. HMSO, 1981

Training for jobs Cmnd 9135. HMSO, 1984

Education and training for young people Cmnd 9482.
HMSO, 1985

Further Education Staff College (FESC)

Mason, C. *YTS and local authorities: a context* 1984

Challis, R. Mason, C. and Parkes, D. *YTS and the local authority* interim report, 1984

YTS: a critical review of policy and practice *Coombe Lodge Report* Volume 17, No. 6, 1984

Further Education Unit (FEU)

Supporting YTS First edition May 1983

Second edition May 1984

Third edition May 1985

Curriculum implications of the 12/21 hour rule: part-time education for the unemployed *Guidance Note* 3, 1984.

Co-operation with accredited centres *FEU/MSD Joint Guideline* No. 2, 1984.

Evaluation of FE role in YTS 1985.

Hester Adrian Research Centre, University of Manchester

An examination of the contribution of YOP and its successor programmes to the needs of young persons with disabilities 1983

Institute of Manpower Studies (IMS), University of Sussex

Hayes, C. *Occupational training families* 1983

Competence and competition Report to MSD and NEDO

Manpower Services Commission (MSC)

NTI: a consultative document 1981

NTI: an agenda for action 1981

Youth task group report 1982

Annual report 1983/84

YTS review 1984 A report by the Youth Training Board to the MSC, 1984.

Practitioner's Guides 1. Core skills
2. Leaving
3. Guidance
4. Personal effectiveness
(to be published)

'Modernisation of occupational training', NTI position statement, 1984.

Residential training in YTS: a YTS manual 1985

Research and Development series reports available from the Distribution Unit, Room E824, MSC, Moorfoot, Sheffield S1 4PQ.

Ethnic minorities and the Youth Training Scheme No 20

Practical mathematics at work: learning through YTS No 21

Youth Training Scheme guides – available through MSC offices.

You and the YTS A booklet issued to each young person joining YTS. 1983

Guide to managing agents YTS (L6) 1983

Training in individual guidance and support A guide for use in YOP and YTS. Produced by J. Miller. 1983

Working safely on YTS A leaflet on health and safety matters issued to trainees. YTS (L8). 1983

A handbook for managing agents YTS (L17) 1983

A reference document that details administration arrangements, trainees and the law, management of YTS programmes and finance.

Health and safety in YTS YTS (L23) Guidance for providers of training education and work experience. Explains legal position, role of MSC and responsibilities of training staff and trainees

National Association of Teachers in Further and Higher Education (NATFHE)

The great training robbery 1984. Interim report by the Birmingham Liaison Committee on the role of private training agencies within YTS in the Birmingham and Solihull area

National Foundation for Educational Research (NFER)

The YTS and the FE Response. An interim report. *Research in Progress* No. 7, June 1984

Trades Union Congress (TUC) in conjunction with the Parliamentary Labour Party

A plan for training 1984

APPENDIX X

GLOSSARY OF TERMS AND ABBREVIATIONS

ABC	A <i>basis for choice</i> FEU, 1979. The second edition was published in 1982. A report concerned with 16+ year olds on pre-employment courses. It proposed a framework or criteria for all such courses, consisting of a common-core and an induction period, a broad vocational focus, some specific job skills and assessment and achievements laid out in the form of a profile. Now the preferred curriculum base for 17+ examinations as suggested in the DES Consultative Document 16-18 Examinations 1980.			covers 'craft' as well as 'technician' occupations; merged with TEC in 1983 to become BTEC.
		BTEC	Business and Technician Education Council	
		CBI	Confederation of British Industry	
		Coombe Lodge	The Further Education Staff College at Coombe Lodge	
		CCDU	Counselling and Careers Development Unit (Leeds University)	
		CEP	Community Enterprise Programme	
Accredited Centre	See STC	CFE	Certificate of Further Education – a system of one year full time courses devised by some FE Regional Examining Boards.	
ACSET	Advisory Committee on the Supply and Education of Teachers.			
Additionality	A term used to describe the MSC financial incentive and encouragement to employers to take three additional trainees for every two training places allocated to 16 year olds (as at 1982 school leaving year base).	CGLI	City and Guilds of London Institute. The CGLI awards certificates for studies, pre-vocational, primarily at operative and craft level.	
		CPVE	Certificate of Pre-Vocational Education	
		Client	Trainee or student	
Agenda	A learning agenda or contract (as distinct from MSC's publication <i>NTI: on agenda for action</i>), describes the programme of tasks or skills the trainee will follow ideally as an outcome of negotiation with his/her trainer or tutor.	Common core check-list	A list of items to which all learners should have access. It differs from a syllabus in that whilst the latter has usually to be worked through in some form of sequence from beginning to end, a checklist is used to assess the needs of each learner. It also aids programme accreditation.	
Alternance	Schemes and programmes of training which integrate both on and off-the-job training and education.		See Appendix Iii and also paragraph 127 of this document which refers to a minimum core check list.	
Basic skills	These skills basic to a learner's progression into higher level education or training schemes – his or her individual synthesis of knowledge, skills experience and attitudes.	Core skills	According to MSC common skills used in many different occupations in a variety of contexts and at many different levels of competency.	
BEC	Business Education Council – set up in 1974 largely parallels the work of TEC, but in the field of business education and	Counselling guidance and assessment	Necessary prerequisites to helping a young person to assess realistically his/her potential and job prospects. In <i>Vocational preparation</i> (FEU 1981)	

CSV	Community Service Volunteers.	Interpersonal skills	The study of ways of responding to personal encounters; aim of common core of vocational preparation.
D of E	Department of Employment		
DES	Department of Education and Science.	ITB	Industry Training Board.
EITB	Engineering Industries Training Board.	JBPVE	Joint Board Pre-Vocational Education, responsible for CPVE
Experiential	Providing experiences – or the opportunity to reflect on experience – from which learning may be derived. In <i>Experience reflection learning</i> (FEU 1978) it is suggested that the learning process should be considered as being in three phases. The individuals <i>experience</i> needs to be followed by some organised <i>reflection</i> . This reflection enables the individual to learn from the experience, but also helps to identify any need for some <i>specific learning</i> before further experience is acquired.	LEA	Local Education Authority, responsible under the Education Act/s for the provision of education within that local authority.
		MA	See Managing Agent
		Managing Agent	MSC approved sponsor of training programmes, the responsible body.
		MSC	Manpower Services Commission.
		Mode A and B	Mode A MSC funding refers to Employer, Local Authority etc., acting as managing agency (two variants; 1, agency provides complete programme; 2, agency contracts out all or some of the elements.) Mode B MSC acts as managing agency (two variants; 1, completed programme arranged through training workshop or community project; 2, MSC sub-contracts out all or some of the elements.)
FE	Further Education, correctly used to mean all post school education excluding universities, but sometimes used to describe non-advanced further education (NAFE) as distinct from advanced further education (AFE).		
FESC	Further Education Staff College		
FEU	Further Education Unit (formerly known as Further Education Curriculum Review and Development Unit)	NACGT	National Association of Careers and Guidance Teachers.
FHE	Further and Higher Education.	NACRO	National Association for the Care and Resettlement of Offenders.
Generic skills	Skills that are used in and are fundamental to the performance of many tasks carried out in a wide range of occupations.	NATFHE	National Association of Teachers in Further and Higher Education.
Graphicacy	The skills of interpreting (and where necessary preparing) diagrams to show two dimensional relationships or to represent three dimensional structures.	NEDO	National Economic Development Office.
		Negotiation	A process whereby the aims, objectives, goal and content of a training programme are agreed jointly by trainer/tutor, trainee and other relevant individuals.
HMI	Her Majesty's Inspectorate.	NICEC	National Institute for Careers Education and Counselling.
ICO	Institute of Careers Officers.	NTI	A New Training Initiative.
ILEA	Inner London Education Authority.	Occupational Area Skills	The skills standards and practices associated with a particular occupation or job.
IMS	Institute of Manpower Studies.		

Occupational based training	A systematic programme of broad based skill acquisition achieved while learning to perform a specific job.	Skill ownership	A term used by IMS which refers to skills acquired through training which emphasises personal knowledge and understanding of principles rather than just relating skills to a particular job.
Occupational Training Families (OTF's)	Developed by IMS to group together occupations which have certain similarities to provide broad based training and enhance vocational choice and skill transfer.	Skill transfer	The extent to which skills learnt in a particular context can be used in other contexts.
Personal Effectiveness	MSC – the planning, problem solving and personal skills which are required by a trainee before he/she becomes an effective worker.	SPD	Special Programmes Division (MSC)
PGB	Personal Guidance Base	Sponsors	Area Manpower Boards will establish and maintain a list of approved sponsors; these sponsors can be all kinds of organisations but they must conform to overall guidelines and policies established by MSC.
PICKUP	Professional, Industrial and Commercial Updating is an initiative by the Department of Education and Science to stimulate the updating role of education and the part colleges, polytechnics and universities can play in meeting the needs of business for post-experience education and training.	STC	Staff Training Co-ordinator, new posts to co-ordinate Accredited Centre provision. One for each centre within the MSC area to provide staff training and development. On a regional basis accredited centres could include local authority FE provision, university business school, skillcentre, private training agency etc.
RAC	Regional Advisory Council	Student profile	Is a document recording experiences, achievement and progress following valid forms of assessment.
RCB	Regional Curriculum Base	TCR	See Trainee Centred Reviewing
RDU	Regional Development Unit – MSC	TEC	Technician Education Council – set up in 1973 to plan, administer and keep under review the development of a unified national system of technician courses; merged with BEC in 1983 to become BTEC.
RP	Research Project	TRADEC	Trades Education Schemes.
RSA	Royal Society of Arts – concerned mainly with commercial education, is a major provider of curricula and examinations in clerical and secretarial skills.	Trainee Centred Reviewing	A procedure by which students can review and assess their own learning needs and progress.
Skills across the curriculum	Refers to curriculum organisation and teacher strategies which aim to use the activity in which the learner is involved for wider learning and the acquisition of other basic skills.		

TEI	Technical Vocational Education Initiative
VP	Unified Vocational Preparation.
Youth Training Board	Established to oversee the Youth Training Scheme. The Board is helped by the Advisory Group on Content and Standards.
YMCA	Young Men's Christian Association.
YOP	Youth Opportunities Programme.
YTS	Youth Training Scheme.